REPORT RESUMES

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REPORTS OF PARTICIPANT COMMITTEES OF THE NDEA FOREIGN LANGUAGE LEADERSHIP INSTITUTE (CENTRAL WASHINGTON STATE COLLEGE, SUMMER 1966).

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COMMITTEES WERE SET UP AT A FOREIGN LANGUAGE LEADERSHIP INSTITUTE AND ASSIGNED TO REPORT ON DIFFERENT PROBLEM AREAS OF LANGUAGE TEACHING. IN THE FIRST REPORT, "COMMUNICATION LEADS TO UNDERSTANDING," THE PROBLEMS INVOLVED WITH GAINING COMMUNITY SUPPORT AT THE START OF A NEW LANGUAGE PROGRAM AND THE WAY SCHOOLS SHOULD HANDLE THESE PROBLEMS ARE DISCUSSED. THE FOREIGN LANGUAGE SUPERVISOR IS THE TOPIC OF THE NEXT REPORT IN WHICH HIS MAJOR RESPONSIBILITIES ARE DISCUSSED UNDER SUCH HEADINGS AS PERSONNEL, CURRICULUM, AND CONTINUING TEACHER EDUCATION. ANOTHER REPORT SETS UP A CHECKLIST FOR EVALUATING EVERY ASPECT OF A FLES PROGRAM AND THEN OUTLINES THE IMPORTANT FACTORS THAT DETERMINE A STRONG FOREIGN LANGUAGE PROGRAM IN THE JUNIOR HIGH SCHOOL. FOLLOWING THIS ARE TWO OTHER REPORTS IN WHICH GUIDELINES ARE OFFERED FOR THE DEVELOPMENT OF A LANGUAGE PROGRAM FOR GRADES 7 TO 12, AND SUGGESTIONS ARE MADE ABOUT THE METHODS AND MATERIALS TO BE USED FOR ADVANCED LANGUAGE COURSES. FINALLY, THE GOALS OF TEACHING A FOREIGN LANGUAGE ARE DISCUSSED TO ENABLE OTHERS, EITHER DIRECTLY OR INDIRECTLY INVOLVED, TO UNDERSTAND AND EVALUATE A LANGUAGE PROGRAM. (SS)

NDEA FOREIGN LANGUAGE LEADERSHIP INSTITUTE

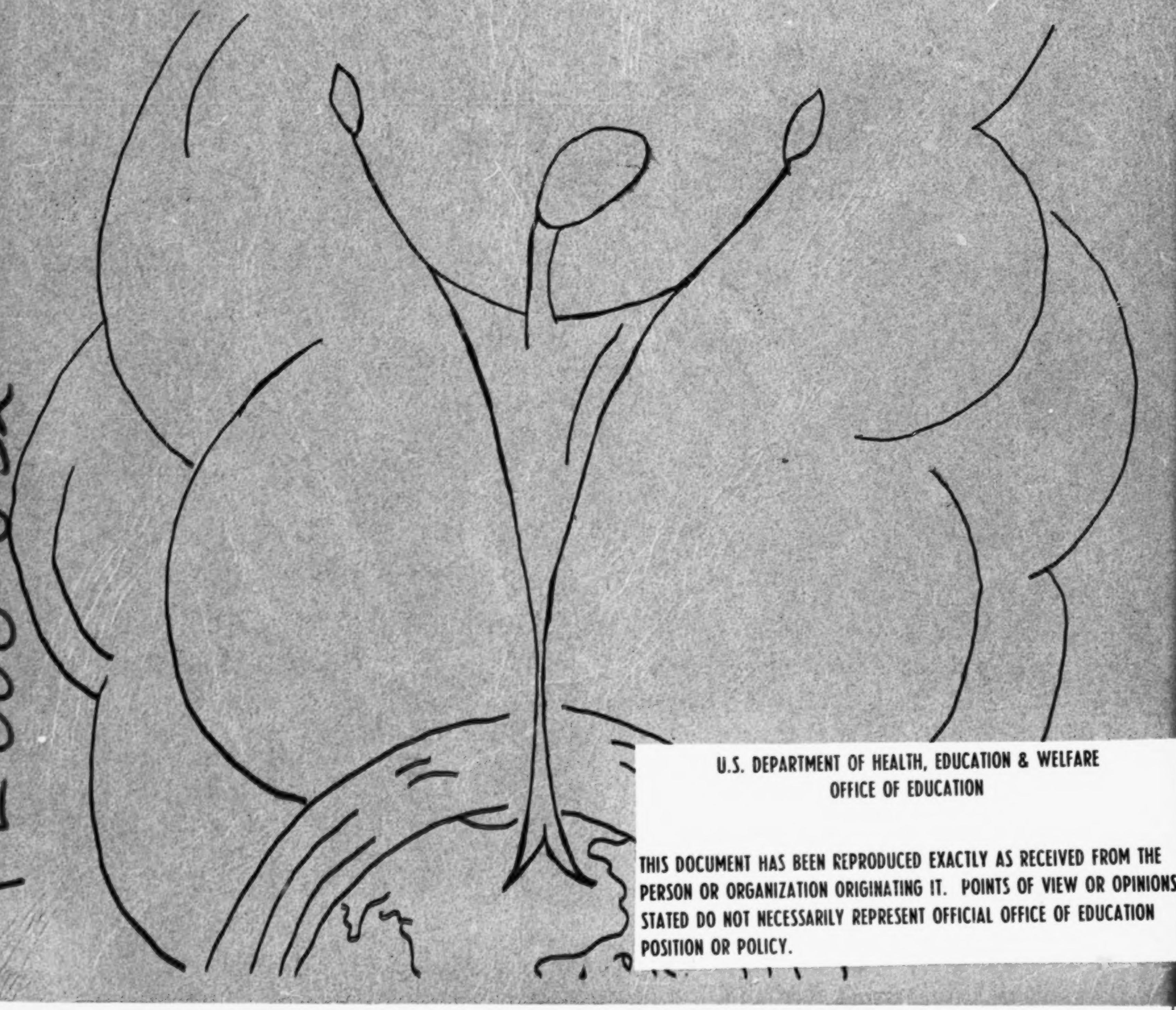
CENTRAL WASHINGTON STATE COLLEGE

SUMMER, 1966

ED013055

"Reports of Participant Committees"

FL 000 532



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OFFICE OF EDUCATION

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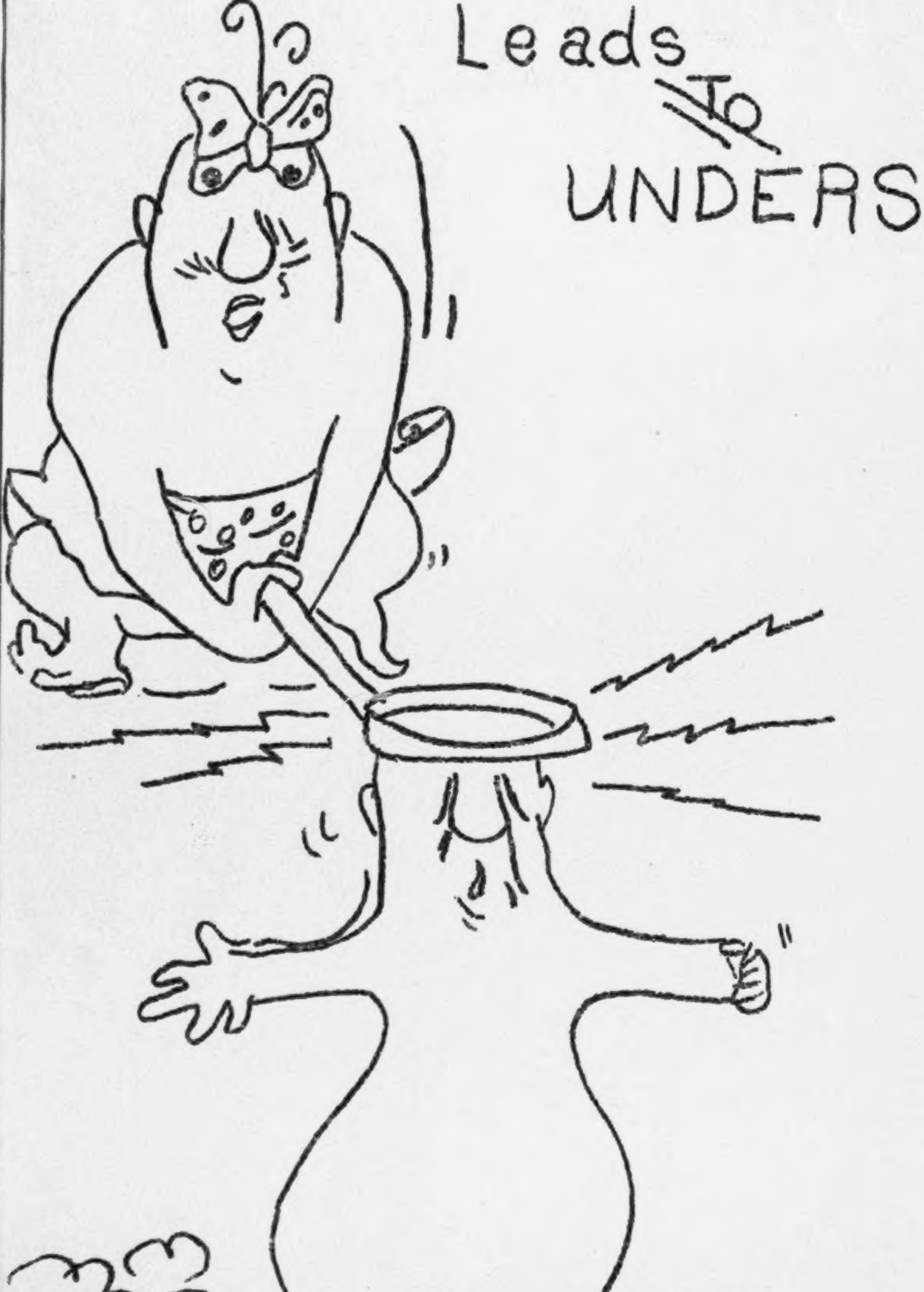
COMMUNICATION

Leads TO

UNDERSTANDING



> "Public Relations is the job of letting people know what their schools are doing, how they're doing it and why. Some people would call that communication and they'd be right. As we talk with others, understanding begins to develop on both sides. And only when there is understanding can we hope for any degree of cooperation. When we all work together for the improvement of our schools, we begin to experience real progress."

Administrators and teachers alike need to face one cold fact: the public has a right to know what is going on in its schools and why. While it is true that our best form of public relations is how the child feels about school and what he takes home on a day to day basis, as professional educators we cannot afford to leave the job of interpreting major issues of education and programming to the subjective whims of children. Moreover, we have to remember that the child carries information home to only one of the many publics which make up a population--the parents.

Though the parents constitute a vitally important public they are by no means the sole group with which we must concern ourselves. There are the retired, the childless, the business world, the civic organizations, the service clubs, and a host of others. Some of these may be strong supporters of education, still others may be seemingly indifferent or even openly opposed for a variety of reasons.

Regardless of interests and attitudes, each of these groups needs to be kept informed about its schools. To be sure the amount and kinds of information given and the techniques employed in giving it will differ with each group. Good public relations must take into consideration the psychological, emotional, and intellectual set of the group involved. While it might be important for a school board to have a statistical breakdown of student attendance records and the reasons for absenteeism, it would not be appropriate to use such information when approaching a civic organization whose primary interest is physical education or business training.

Good public relations activities must be carefully planned and directed with a well defined goal in mind and an awareness of the kind of influence it is likely to have.

If honesty and integrity are to be characteristic of our public relations program, accuracy of information must be assured. The foreign language program should be realistically presented so that its education achievements will not fall short of the program outlined in the publicity. Accurate reporting is mandatory. Interesting, factual information attractively presented will enhance the publics' goodwill. There should be no apologizing for what is lacking nor a "hard sell" appreach to push what is not fundamentally wanted.

It is important to gather a sampling of ideas from administrators, parents, children, and other interested citizens as to what they feel ought to be done. Then, we should synthesize all these elements and present them so that they seem to be "spontaneous" rather than calculated. This does not mean that those factors of the program should not be well thought out and organized. It will give the desirable impression that the program "just happened" to consider the questions of vital importance to the public at that moment.

Our approach to public relations should always be positive. We should tell the public what the schools are doing and provide sufficient evidence to help them understand the program's merits. This does not mean that we should present only superficial and noncontroversial aspects of the program. We should let the public know that we are aware of weaknesses within the program and that positive, realistic plans are being considered to help overcome them. We should let the public know that we have a strong faith in the ability of the staff and available resource people to help rectify the situation.

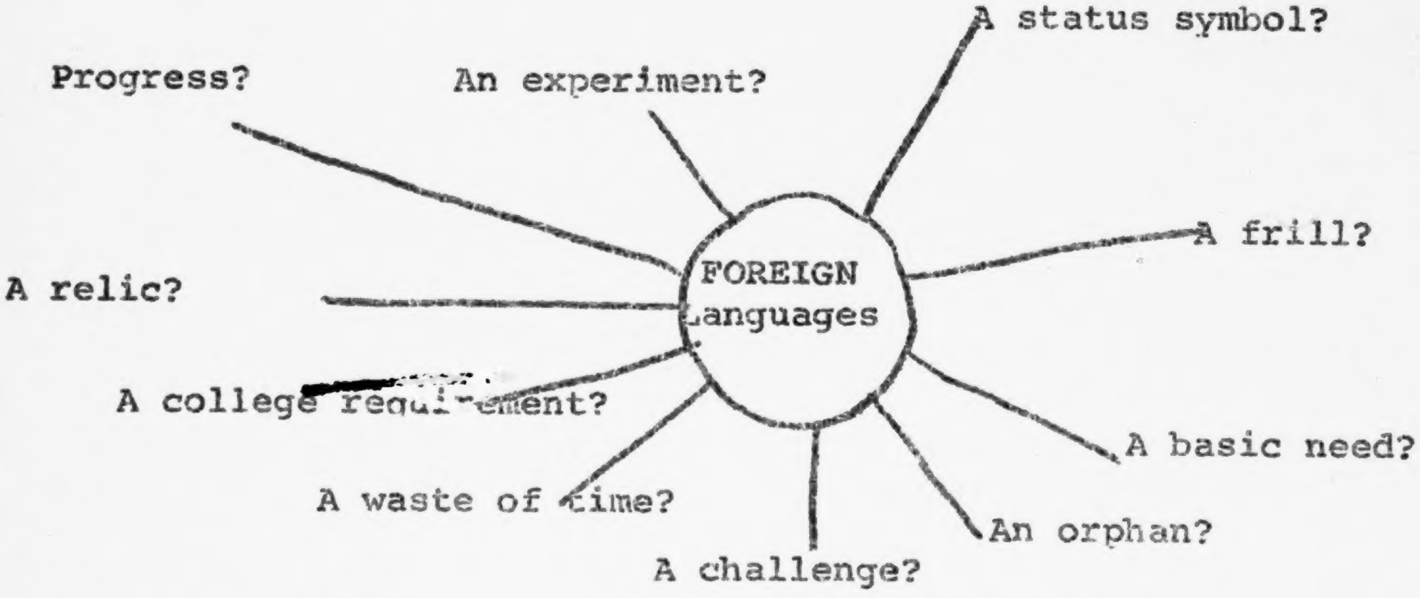
Terminology should always be chosen with care. Expressions known to arouse negative public response should be avoided and the language and media used to present the program should be simple, direct and explicit. All proposals should convey as accurately as possible the amount of time and effort spent formulating a feasible educational program. This should be supported with sufficient pertinent research data so that no taxpayer need fear the mismanagement of public funds for a "passing fad".

There are certain elements common to all language programs which need to be kept in mind in the development of an intelligent, sensitive plan for public relations. They are:

1. the goals and objectives of the foreign language program
2. the total sequential program
3. the techniques and methods for implementation
4. the relationship of the foreign language program to the total curriculum
5. the benefits to the child
6. the cost in terms of money, time, personnel, and physical plant

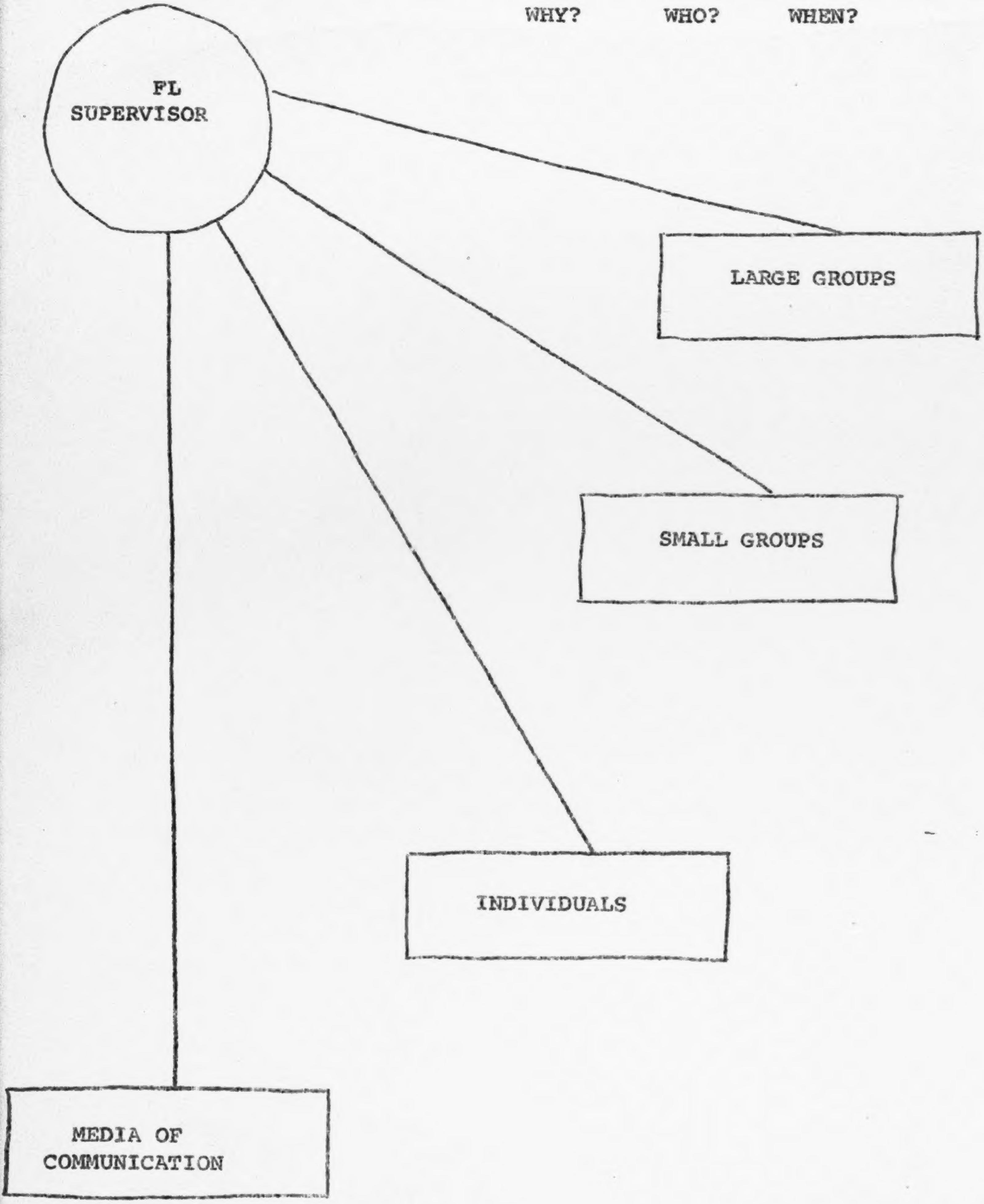
If there is a single, determining factor to be considered throughout all public relations, it would be the matter of the school image, the insistent question of how a town looks upon its schools and its teachers. To be sure social and economic conditions have a great deal to do with this, but even more important is the professional and personal contribution of the individual teacher. However trite it may seem, however restrictive, the fact remains that for the average citizen the teacher and the school are one.

HOW DOES YOUR TOWN SEE ITS FOREIGN LANGUAGE PROGRAM?


A status symbol?
Progress?
An experiment?
A frill?
FOREIGN
Languages
A relic?
A college requirement?
A basic need?
A waste of time?
An orphan?
A challenge?

THE FOREIGN LANGUAGE SUPERVISOR
AND
GROUP PUBLIC RELATIONS

WHY? WHO? WHEN?


FL SUPERVISOR
LARGE GROUPS
SMALL GROUPS
INDIVIDUALS
MEDIA OF COMMUNICATION

APPROACH TO PUBLIC RELATIONS

I. Large Groups - Professional

    A. All teachers
    B. Department Heads

II. Large Groups - Non-professional

    A. PTA
    B. Local Service Organizations
    C. Chamber of Commerce
    D. General Public

III. Small Groups - Professional

    A. Board of Education
    B. Central Administration
    C. School Administrators
    D. Councelors

IV. Small Groups - Non-professional

    A. Citizens' Committee

V. Individual-Professional

    A. Head of Department of teacher training institution for FL teachers
    B. State Supervisor

VI. Individual - Non-professional

    A. Directors of communicative media

LARGE GROUP - PROFESSIONAL

A. All teachers including department heads

WHY? 1. To encourage better working relationships between departments and schools to assure a more effective and meaningful total school program.

HOW? 2. The Department Head will be responsible for interpreting the FL program to the faculty and administration of their respective schools by means of group demonstrations and discussions which could be followed by individual observations of FL classroom and laboratory activities during the teachers' planning and conference time. Displays and the school newspaper may also be utilized in interpreting the program to faculty and students.

WHEN? 3. Prior to or immediately after the implemention of any additions or changes in the FL program and especially prior to pre-registration.

II. LARGE GROUPS - NON PROFESSIONAL

A. General public including PTA

WHY? 1. A better understanding of the FL program and its objectives will hopefully result in higher enrollments.

HOW? 2.
- a. Through FL night for the public
- b. News Media
- c. American Education Week
- d. Radio & TV
- e. Letters sent to the parents of each of the students enrolled in a FL explaining the program.
- f. Special letters to the presidents of local service organizations inviting them to participate in FL night.

WHEN? 3. During the Fall and prior to Pre-registration.

III. SMALL GROUPS - Professional

A. Board of Education & Central Administration

WHY? 1. To explain the educational goals and financial implications of the FL program.

HOW? 2.
- a. Invite them to FL night
- b. Verbal and visual presentations at Board of Education and Administration meetings.
- c. Progress reports of FL program

WHEN? 3. By request of supervisor or by the request of the Board of Education and/or the Central Administration itself.

B. Elementary and Secondary School Administrators

WHY? 1. To explain the objectives of the FL program and to discuss the administrative implications related to a successful FL program (i.e. -scheduling, staff, facilities, materials, etc.)

HOW? 2. Upon the request of the supervisor and/or principals group. This general meeting could be followed by individual conferences with the various principals concerning matters pertaining to their particular school situation.

   b. Participation in FL night
   c. Printed bulletins

WHEN? 3. Meetings should be held whenever needed

C. Counselors

WHY? 1. To understand the reason why they should encourage students to follow the language through a sequential program and do EVERYTHING WITHIN THEIR POWER TO SCHEDULE the student to continue this language when conflicts arise.

HOW? 2.
   a. frequent visitations with individual counselors
   b. Counselors attending language department meeting in both senior and junior high for purposes of problems of scheduling students in elective courses.
   c. Participation in FL night
   d. Supplying the chairman of the guidance department with information on present day trends in FL.

WHEN? 3. Especially prior to pre-registration and whenever necessary

IV. SMALL GROUPS - NON-Professional

A. Citizens' Committee (Composed of two people from central administration, two school board members, three or four citizens from the community and rotating membership of teachers or department heads representing various subject areas).

WHY? 1. To broaden their knowledge of the curriculum in order that they may better understand the objectives of the FL program in the curriculum of the school.

HOW? 2. Through special committee meetings requested by acting committee chairman.

WHEN? 3. Whenever the committee chairman requests it

V. INDIVIDUAL - Professional

A. Chairman of the department of the training institution

WHY? 1. Establish a type of working relationship with them so there can be a free exchange of ideas concerning the type of curriculum needed at the college level to graduate competant FL teachers.

HOW? 2. Invite them to FL night
  b. Inform them of the type of FL teacher who could function effectively in our present FL program in the public schools.

WHEN? 3. Whenever possible

B. State supervisor

WHY? 1. To keep him informed of progress and needs of the FL programs in the individual communities with the intention that he will be able to help with any needs over which he may have jurisdiction.

HOW? 2. a. FL night
  b. Written communiques
  c. Individual conferences
  d. Visitations on part of the state supervisor

WHEN? 3. Whenever the need arises

VI. INDIVIDUAL Non-Professional

A. Directors of various communicative media

WHY? 1. To kep the public informed of their school's curriculum offerings and of the new trends being implemented.

HOW? 2. a. Supplying them with necessary information concerning the program.
  b. Interviews, demonstrations, and panel discussions
  c. Attending FL night and giving proper doverage

WHEN? 3. Prior to pre-registration and whenever pertinent information should be disseminated to the general public.

TECHNIQUES AND MEDIA

The effectiveness of any program of public relations is determined in large part by the media chosen and the way in which they are used. Much planning is needed to insure that the factors affecting public relations are carefully considered and weighted, thereby allowing the selection of the medium or technique which will best serve to accomplish a given purpose. These factors include: (1) what is to be accomplished by the activity, and (2) the segment or part of the public toward which the activity is aimed.

The usual devices or media for interpreting education to the public are often grouped under such main headings as personal relationships; newspaper, radio, and television; slide film and motion picture; graphic materials; student publications; school district publications; school district reports; messages to parents; exhibits and demonstrations. As supervisors of foreign languages we should become familiar with several such media and techniques and how we can best utilize them to publicize in a favorable light the goals, activities, and achievements of our foreign language programs.

For the purpose of our presentation we want to call your attention to (1) guidelines for choosing the appropriate medium of presentation, and (2) several possible techniques which are common to dealing with all types of publics as well as those which have been used successfully in presenting information about foreign language programs to (a) professional educators, (b) school personnel other than teachers, (c) interested non-teacher groups, and (d) the general public.

In selecting any public relations medium, the basic rule is this: it should be the best one available for the specific purpose to be achieved. In making a selection we should consider carefully certain implied questions, such as the following: (1) What community group is to be contacted? Why? (2) What results are expected? and (3) How are these results related to previous and future public relations efforts in the groups to be contacted now? in the groups already reached?

Supplementing these questions, the following considerations also seem valid: (1) facility of preparation, (2) immediacy of preparation, (3) dissemination to channels, (4) distribution, (5) cost, (6) understandability, (7) popular interest and appeal, (8) adaptability (9) comprehensiveness, and (10) effectiveness.

In answer to the questionnaire sent out by our group, the participants of this institute have indicated considerable success in using the following public relations techniques which are basic and common to the several publics already mentioned.

Demonstrations

The demonstration of foreign language teaching methods and materials using either pupils or audience as the class, followed by question and answer period, is a prevalent manner of presenting foreign language information and insight to any group.

NEWS RELEASES

Many participants indicated that they have used the news media of press, radio and television to advantage in their public relations.

Visitation Programs

In several school districts a successful means of communication is found in school visitation programs, or back-to-school night, usually conducted by the P.T.A. or by the school itself. This type of activity holds considerable possiblities for improving the image of foreign languages.

Programs

Another effective public relations device of general application is that of presenting special programs for interested groups, such as P.T.A.'s, civic organizations, student assemblies, departmental, staff and school board meetings, as well as meetings of curriculum councils and guidance counselors. These programs may vary in format, including such activities as dramatic or musical presentations, panel discussions, use of film and other audio-visual materials, and, perhaps the most common, speech making.

Publications

Publications, both professional and student, can well be used by foreign language supervisors to disseminate information and to create desirable attitudes for foreign language programs. The copy used would, of course, depend on its appropriateness to the situation. Superintendent's bulletins, superintendent's annual reports to the school board, student newspapers, all afford good opportunity for promoting foreign language programs. If the individual supervisor or department head is unable to compose materials for such publications, he has at his disposal many fine FL publications from which to draw.

Displays

Several of the participants have indicated the use of displays as a public relations device. These include the use of bulletin boards, displays in the school board room, and using store windows in the establishments of local merchants as display areas for foreign language related materials. Some merchants welcome this type of thing.

Orientation Activities

Orientation is an important aspect of any school-public group, and the more that can be done to inform both pupils and parents at the very beginning of FL study, the happier the results. How effectively such orientations can be realized is well illustrated by the following report from the Chairman of the Foreign Language Department in an Eastern school.

> "Just before registration of our students and those coming from the junior high school, our high school holds a Foreign Language Night which is called 'Cafe International'. During this time each language group of the department puts on some type of skit or does something musical. We have a narrator who explains before each skit what is going to happen. These skits are prepared by the language students, but the preparation is not done during school time. Arrangements are made between the teacher and students involved so that students will not be taken out of classes. These skits aren't very long. The Department Chairman serves as Master of Ceremonies. After the skits, he explains that laguage can be fun, but that what they have witnessed that night is not an example of the entire program. He explains briefly the purpose and what can be expected of the students. While all of this is going on, the students are seving pastries made by the Home Economics Department, and also some type of soft drink. A slight fee is charged for this to cover expenses. After the chairman has explained the program he introduces the other members of the department. He then takes the parents on a tour of the language department and shows them all the audio-visual equipment. The parents are very interested in the language laboratory, so he gives them an opportunity to hear something through the headsets. If the group is very large, it is divided among the rest of the teachers in the department. Other tours of the buidling can be made. Finally, they assemble again in the cafeteria for any questions the parents might have concerning the program. At this time the principal may also give a little talk.
>
> It has been found that by having this program it helps the enrollment to some degree and gives the parents a better understanding of the objectives. It also creates a wonderful transfer of learning among the other departments. The following is a breakdown on what other departments do to help: English department - Staging and Acting; Business Department Correspondence to other schools; Home Economics Department - refreshments; Music Department. Any music during the program; Art Department - Scenery and posters; and Industrial Arts Department - Printing programs."

Another orientation progam is described as follows:

Three basic steps are taken in trying to better interpret the foreign language program.

1. In the Fall of each year, a letter is sent to the parents of each child enrolled in the FL program. This letter contains a word of welcome, expresses our appreciation to the parent and the student for the insight

that they have shown in chosing to study a foreign language, explains as simply as possible the basic goals of our program and the method, materials and facilities utilized in order to accomplish these goals. A specific comment is made covering the type of homework with which the student will be involved. The letter closes with alist of all FL teachers in the district, the language they teach and the school in which they teach. An open invitation is extended to every parent to visit or contact their childs teacher if further questions need to be answered.

2. Prior to pre-registration which takes place in February of each year for the following academic year, the coordinator visits each of the 6th grade classes in the district in order to explain the 7-12 FL program to the students and teachers: At this time an invitiation in the form of a letter is given to each of the students inviting them and their parents to attend a special "Foreign Language Night for Parents". This same invitation is also extended to administrators and parents of students already in the program in case they wish to become re-acquainted with the basic goals of the FL program.

3. The parent night is scheduled a week one to two weeks in advance of pre-registration with the hope that the information received by the parent and student will still be fresh in their mind when planning their academic schedule for the following year.

An outline of the program of a typical FL night follows:

I First Session

A. Welcome (coordinator saves as host)
B. Introduction of staff
C. Re-statement of purpose of FL Night
D. A brief interpretation of the district's FL program and its goals (This is very brief as we feel that the program itself, if well planned, should efffectively demonstrate the goals and the manner in which we hope to accomplish them.)
E. Showing of 1959 NDEA Institute film

We use this film for several reasons:
1. It was produced at the University of Colorado which is "home ground".
2. Some of our teachers appear in the film.
3. The need for foreign language study is simply but effectively stated in the introduction to the film by Alastare Cooke
4. The re-training of FL teachers is well defined and demonstrated.
5. The audio-lingual approach is defined in non-technical terms.
6. Student demonstration classes using this "new key" of FL learning are also shown.

II Second Session:

A Demonstration classes are given in the three modern languages offered. Parent are given time to observe all three languages in action.

B. A language laboratory demonstration also coincides with the above demonstrations.

III Final Session:

A. Discussion session with parents
B. Showing of transparencies of students who have finished our program and who are now studying FL in college, and students in their senior year of high school who have just finished our six year program. Taped interviews are played as each student's picture is shown. The student states why he or she studied a foreign language and the benefits that they derived from this study.
C. A closing message given by the State Supervisor of FL expanding the idea of the need for foreign language study at the local level to the State and national level.

Direct Personal, Informal Contacts and Dialogues

Last, but by no means the least, one of the most effective general devices for good public relations is that which is done on a person to person basis. Many people from opinions and concepts about schools in general and language programs in particular, based solely on impressions obtained through person to person encounters with school officials and teachers. Becauze of the importance of this fact, perhaps we should pay closer attention to certain details which so often we overlook. The following is an appropriate reminder of this, taken from the Department of Classroom Teachers, Michigan Education Association:

TEACHER'S DAILY DOZEN FOR GOOD PUBLIC RELATIONS

1. Do a good job of teaching
2. Make your room attractive
3. Dress up your bulletin board -- make it tell a story
4. Visit a home -- but make sure it isn't too much of a surprise
5. Be a good host or hostess to your pupils and parents
6. Send home a complimentary note for some deserving child.
7. Improve your personal appearance -- even if only with a smile.
8. Attend your community meetings.
9. Take part in your professional organizations.
10. Read your professional publications.
11. Take another step toward improved public relations in your community.
12. Make one more friend for education.

To these we might add two others: Be sincere and consistant in your dealings with pupils and parents; interpret the program of your depatment or school in terms of what it is doing rather than what it is not doing.

In dealing with special publics such as professional colleagues, the tone of public relations changes somewhat for the foreign language person. Here the commuication takes on more of an informative nature, with even overtones of justification of the FL program. Statements of goals, objectives, methods and evaluation are primary components of dialogues between the FL person and other professional educators. The participants of this institute have indicated that they have used the following procedures to communicate with professional colleagues.

Meetings

Professional meetings, whether they be faculty meetings, curriculum council meetings, interdisciplinary meetings, or principals' meetings, offer splendid opportunities to the FL person to present his stand and status educationally speaking. However, since communication is a two-way street he must be ready to listen as well as to present.

In-Service Training Courses

These courses provide very fine opportunities for giving out theoretical as well as practical information to all teachers, from the first year teacher on.

Teacher Exchange Programs

Teacher Exchange Programs provide first hand experience of problems and successes in international inter-school, and interdisciplinary teaching situations.

Guidance, Library and AV Specialists

The special service personnel within a school can be of invaluable help in publicizing FL programs and encouraging pupils to participate in them. FL personnel should cooperate very closely with these specialists.

In dealing with school personnel other than teachers, FL people should consider carefully the approaches which may be used to improve relations. In dealing with pupils the FL person might consider such activities as the orientation program already mentioned. Career Day activities and job opportunities summaries are efficient recruitment tools. Tours to other FL classes, interschool visitation, and pupil exchange programs are also helpful devices for engendering enthusiasm and purpose. Special attention should be given to planning Future Teacher teaching experiences so that pleasant and conducive results occur. It is well also to remember the vital aid which guidance personnel may render in preparing pupils for FL programs. In communicating with the local school board, the FL person usually makes presentations at executive sessions of the board when requested, or reports by means of annual achievement or activities reports.

In establishing communications with interested non-teacher groups or with the general public, FL people in this institute have indicated their use of the following means:

1. Establishment of Citizens' Advisory Councils or study groups in which general school problems are reviewed, including FL programs.

2. Establishment of Parents' Panels on Programming curricular offerings, including FL programs.

3. Invitation to local business men to visit classes, observing FL programs first hand.

School public relations is a kind of "magic", but this magic simply consists of helping the American public to understand its schools. They support schools willingly and cooperate in their development when they truly understand them. You, as a leader in the foreign language area, should make plans with all of your staff to be sure that you kep the public informed about your program. This communication leads to better understanding which leads to cooperation which results in progress for your program and the whole school.

Submitted by Public Relations
Committee

Jeannette Atkins, Chairman
Helen A. DeGere
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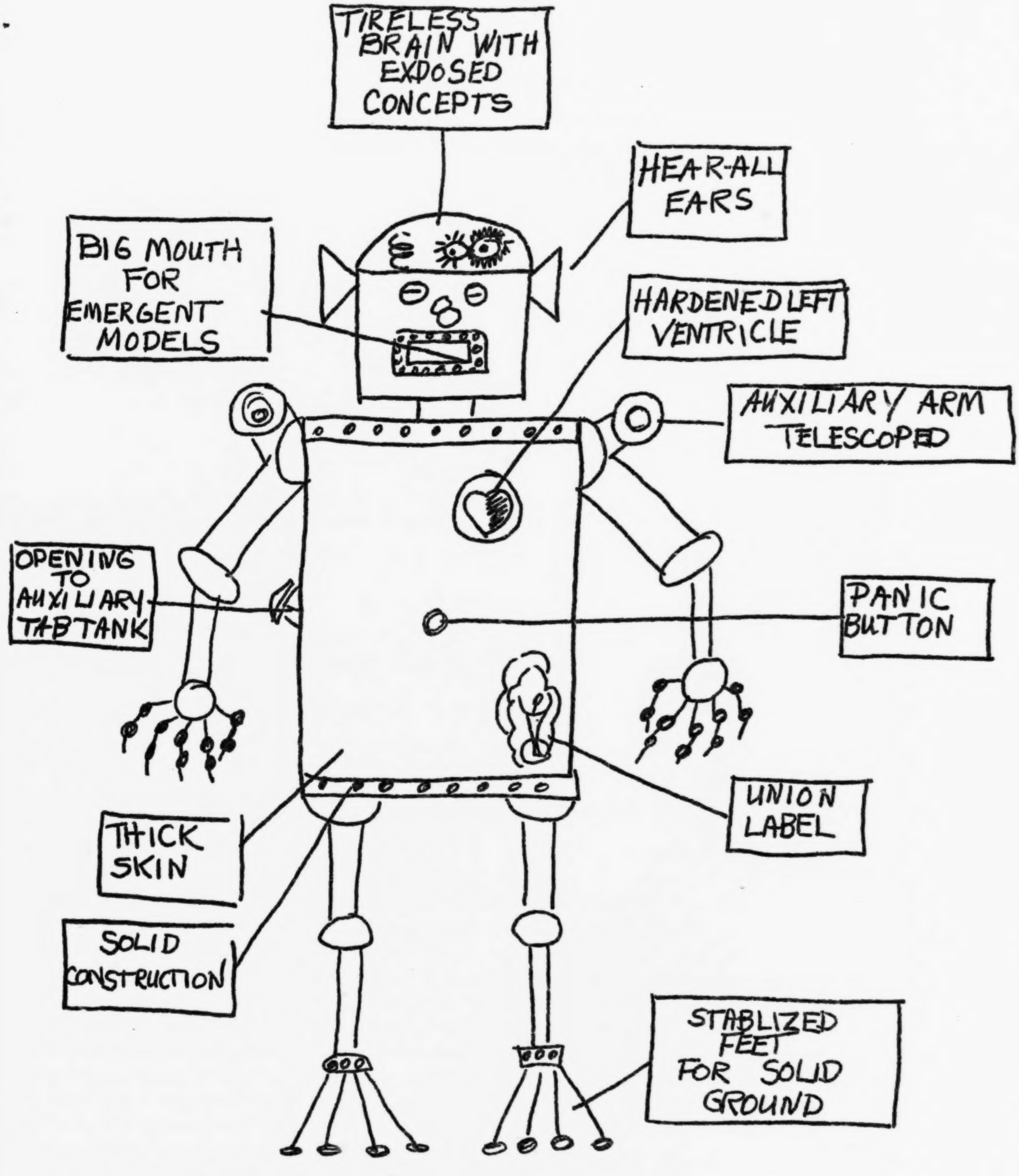
TIRELESS BRAIN WITH EXPOSED CONCEPTS
HEAR-ALL EARS
BIG MOUTH FOR EMERGENT MODELS
HARDENED LEFT VENTRICLE
AUXILIARY ARM TELESCOPED
OPENING TO AUXILIARY TABTANK
PANIC BUTTON
UNION LABEL
THICK SKIN
SOLID CONSTRUCTION
STABLIZED FEET FOR SOLID GROUND

TODAY'S FL SUPERVISOR

Title Page

The Role of the Supervisor

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II. Major Duties and Responsibilities
  A. Personnel
  B. Curriculum
  C. Miscellany
    1. Continuing Education
    2. Government Projects
    3. Public Relations

III Summary

Bill Field
Pat Keenan
Rod Beaulieu
Lynn Shawcroft
Louise Couture - Chairman

The Role of the Supervisor

The growth of school organization and the resulting complexity have created a need for more supervisors. As the tasks of the school become more numerous and varied those occupying the supervisory positions have a variety of titles. Positions are often not clear-cut as far as titles are concerned; an administrator in one school may also be called a supervisor while a person in another school system doing comparable work is called a director. The number of foreign language coordinators in charge of programs has increased and a variety of thirty titles was reported in a 1965 survey.

In the function of school administration, another important aspect to be considered is the distinction between line functions and staff functions. The line officers are those who have the right to make decisions, to take action in order to get things done, and to exercise necessary control over others assigned to them. Those who help the line officers to decide what to do as well as coordinate the efforts of all and supply necessary services are called the staff officers. Foreign language supervisors usually fall into the latter category. As one assumes supervisory duties this distinction becomes an important factor in making curriculum and budget decisions.

Regardless of the titles, job description, and function, it is the duty of the Superintendent of Schools to appoint qualified personnel who have the responsibility of carrying out the duties of supervision and the leadership.

Whatever the level and scope of the leader's responsibiliity, whether he is department head, consultant, coordinator, supervisor or director of a school, several schools, a local, district, regional, county or school system, his task is to influence fellow executives concerned with language education, to work cooperatively in improving programs and instruction at all levels.

The new concept of the leader is of one who is skilled in group dynamics, in human relations, and in the discipline of the foreign language field. He must have insight into the nature of his task and be able to inspire teachers to assume their responsibility in improving instruction.

PERSONNEL

The duties of the foreign language supervisor are so varied that he must carefully budget his time. A large segment of it should be spent on personnel work as the success of the total program will depend on securing and maintaining the best possible staff.

One of the primary roles of the supervisor is to develop teacher competence and the best means of insuring competent teaching is by selecting and hiring competent teachers. Recuiting and preliminary screening is the major task of the personnel department but the supervisor must be in charge of the final screening of applicants for language proficiency and knowledge of methodology. The MLA Foreign Language proficiency Tests for Teachers and Advanced Students can be used for the preliminary selection of teachers. Thus, the supervisor should serve as an advisor to the personnel officer and the building principal in the selection of all members of the foreign language faculty. The supervisor should also have the authority to reject applicants who do not meet the criteria necessary for the program.

The foreign language supervisor has the responsibility to work with the state consultant and state certification officials to put into effect realistic requirements for teachers. Teacher certification requirement is in part the cause of such a limited number of well-trained foreign language teachers. Another reason is that many colleges and universities who are in charge of teacher-training are slow to turn out teachers who are fluent in the foreign language and well-trained in the methods of instruction. In order to provide for inadequacies in the teacher preparation the supervisor has to organize an in-service program within his own school.

The type of in-service program that will be conducted will depend on the size of the school system and foreign language program and the needs of the teachers. Some teachers may need little or no training, others may need the intensive retraining of a National Defense Education Act Institute, others may profit from a program of in-service training initiated by a local college or university.

Some schools have instituted a five-day pre-school orientation workshop for teachers new to the system, others have provided released time for beginning teachers, others for both beginning teachers and experienced teachers. The supervisor cannot neglect the demands for better in-service education within his own school as the key to the success of any foreign language program is what happens between teacher and pupils in the classroom. By providing an in-service program which is continuous and which makes proper use of workshops, institutes, demonstration teaching, and programs of training for beginning teachers, the supervisor is making a valuable contribution to the profession.

CURRICULUM

Since the foreign language supervisor must answer to the community, his major responsibility includes the constant implementation of the goals established for the foreign language curriculum. Not only is he committed to lead in the framing of the remote goals for the long range implementation of the programs, but also he must lead in the establishing of the near goal of what is to be learned in a year course. In his supervisory capacity, he must see that the FLES program goals will progress to a smooth articulation with junior high programs; and that junior high programs will have goals that articulate well with senior high school programs. In his concern for articulation between levels, he will do well to encourage some kind of dialog between divisions so that two questions are always answered: A. How well did an individual child do; B. How much material was covered. This dialog between divisions can be in the form of a faculty meeting among teachers of various levels, or letters. But the coordinator should insist on some method of communication. After this dialog, the coordinator is interested to see that the higher level accept students from lower levels without passing judgments on the quality of teaching in the lower levels.

The coordinator is himself a master teacher who can demonstrate methods, who can innovate, and who can work cooperatively with teacher colleagues in establishing modern methods and using modern materials. His domain is the choosing and purchase of new materials. He can't judge by physical aspects only; he must consider the evaluation of materials by such criteria as found in the SELECTIVE LIST OF MATERIALS. He provides the in-service training needed for these innovations. He establishes and organizes a curriculum handbook or guidelines, which, to be successful, is in a constant state of revision. He observes teachers in their classrooms and holds follow-up interviews to help them with their problems of methods.

Improving the curriculum means that the coordinator uses the results of research to aid in choosing new materials: books, records, tapes, films, etc. He informs, collates, writes, instructs, collects so that the classroom teacher may use her time for teaching. His teacher helps include a tape copying service, tape making service, editing, establishing a tape library catalogued by color codes for each language. He also establishes lists of audio-visuals currently available; he helps teachers choose pertinent films, records or visuals which correspond to the lesson. He instructs teachers in the wise use of laboratory facilities; he minimizes as far as possible the laboratory problems of the individual schools by aiding in the choosing of the installation, and the facilitation of its repair.

In general, he is interested in the wise use of taxpayers' money. He must consider the near and remote goals in making his budget, and he must be sure that what he buys will be of use and will not sit idly on a shelf. Money problems in school districts are so complex that it is better to have alternate plans of action in case that the coordinator's original ideas are vetoed.

Evaluation of the curriculum can cause grave difficulties for the coordinator unless he and the teachers have formulated a series of basic steps to good instruction. Tests as a measure should be appropriate to the program being tested. If a program is valuable, it is probably effective in its ability to attract students and keep them.

CONTINUING EDUCATION

One of the important functions of the supervisor is to concern himself with the professional growth of his staff. He may do this by making the teacher aware of the desirability of continuing education. He must first convince those who have not seen the need for such continued pursuit of education, and then he must make suggestions which will help all teachers to undertake a program in continuing education. Perhaps the following will be useful to the supervisor in his task.

Although continuing teacher education is the responsibility of many individuals and agencies -- administrators, school boards, educational societies, and professional associations, it is the individual teacher's responsibility and approach to continuing education which makes effective his own professional and, in the broader sense, cultural growth. The problems of the teacher in America today have a social significance that they did not have even twenty years ago. Removing a troublesome student from the school or the classroom no longer solves the problem. We, as teachers, deal with a community which has become more sophisticated in our previously exclusive domain of reading, writing, and self-expression. If we cherish a professional public image, we must adapt to the new concept of the teacher who must relate to and interect with society in ferment and a changing knowledge.

Where do we begin in order to accept individual responsibility in the matter of continuing education? The well-advised teacher of tomorrow begins in the high school with career-long planning, and a quality and quantity initial preparation. Those of us who teach today may consider the following:

1. Clarify your definition of the need for and purpose of continuing

education by taking into consideration personal, professional, and subject matter needs. Look to the broader concept: formal and informal nature of continuing education

2. Outline personal goals and relate them to the controls, requirements, and standards of certification and academic degrees as well as teaching assignments.

3. Relate continuing education to your performance and competence in your subject area.

4. Assess the value of all professional organizations available to you. Become active in those which might fill your special needs and those of your profession.

5. Try to know when you have reached a plateau in your vocational progress and re-educate yourself in order to overcome it.

6. Ask yourself if you know what the new developments in curriculum are and what impact they have for your continuing education.

7. Utlilize all evaluation programs relating to you, whether they be personal or curricular, in order to complement your professional stature and encourage the growth of those endeavors with which you are associated.

8. Know the education philosophy and policy of your district, school, or department, and make your voice heard in its implementation.

9. Participate in in-service training programs which are designed to aid you and fulfill your needs.

10. Be aware of the importance of professional conferences and accept the opportunity to attend them when possible. Report the outcome to your colleagues.

11. Seek guidance from those who have demonstrated effective leadership in continuing education.

12. Decide how the resources of all communications media may serve you best in your continuing education.

FEDERAL PROJECTS

The foreign language supervisor must be aware of the various possible sources of financial assistance to special programs and projects designed to increase and to improve the teaching and the learning of foreign languages in the elementary and secondary schools. The major portion of the financial support toimprove foreign language education has come from the National Defense Education Act of 1958 and the Elementary and Secondary Education Act of 1965.

The National Defense Education Act of 1958, as amended, has a number of titles which provide financial assistance to teachers and schools to insure well-qualified and well-trained instructors, and to aid in the acquisition of materials and equipment. The provisions of the act are well known. It is sufficient to review those titles which relate to foreign languages.

Title II	Loans to Students in Institutes of Higher Education
Title III	Financial Assistance for Strengthening Instruction in Science, Mathematics, Modern Foreign Languages, and Other Critical Subjects.
Title IV	Graduate Fellowship Programs
Title V	Guidance, Counseling, and Testing
Title VI	Language Development Language and Area Centers Research and Development
Title VII	Research and Experimentation in More Effective Utilization of Television, Radio, Motion Pictures, and Related Media for Educational Purposes.
Title XI	Institutes Summer Academic Year

The Elementary and Secondary Education Act of 1965 is the most recent federal legislation to provide funds to strengthen and improve educational quality and educational opportunities in the elementary and secondary schools. The following titles can be of assistence to the instruction of foreign languages:

Title I	Financial Assistance to Local Educational Agencies for Special Educational Programs in Areas Having High Sconcentrations of children of Low-Income Families.

Title II	School Library Resources, Textbooks, and Other Instructional Materials
Title III	Supplementary Educational Centers and Services
Title IV	Educational Research and Training

PUBLIC RELATIONS

The foreign language supervisor, as he attempts to establish a well-balanced and coordinated program, will often find himself in the position of interpreting the significance of the foreign language curriculum to groups and individuals who are concerned with and interested in the improvement and expansion of the program. He will occasionally be called upon by many of the following people to interpret foreign language instruction:

1. To teachers of foreign language at all levels of instruction.
2. To teachers of other disciplines.
3. To school administrators, civic leaders and laymen.
4. To guidance and placement bureau personnel.
5. To boards of education and school committees.
6. To parents, largely by working through PTA organizations.
7. To teachers at the college level.
8. To textbook publishers in a consultative capacity.
9. To state and federal officials.

Thus, the success of the interpretive aspect of the supervisor's role is, to a great extent, dependent upon good public relations. The growth and acceptance of the foreign language program will be infuenced by the skill with which the supervisor functions in this area.

SUMMARY

A. Job Summary
   1. The Supervisor of Foreign Languages is directly responsible to the office of the Superintendent of Schools.
   2. His major function is the planning, implementing, and coordinating of all foreign languages taught at both the elementary and secondary school levels.

B. Characteristics
   1. He assumes a leadership role by a comination of scholarship, competence, insight, and skill in human relations.

   2. He also encourages changes through group dynamics and interactions.

C. Major Duties and Responsibilities
  1. Personnel
    a. Assists the building principal in supervising the work of foreign language teachers
    b. Observes all foreign language teachers, giving each assistance needed to maintain a strong program
    c. Evaluates teachers, and assista the Director of Personnel and the building principal for recommendations on staff appointments
    d. Assists the Director of Personnel and building principal in the identification of candidates acceptable for teaching positions.
    e. Provides in-service work and workshops for foreign language teachers
    f. Serves as chairman of the Curriculum Committee of Foreign Languages
  2. Curriculum
    a. Recommends to the Superintendent of Schools desirable changes in foreign language instruction or the extension of existing programs
    b. Determines and approves the selection of supplies, texts, and equipment required for effective instruction in the basic instruction
    c. Assists in determining the budget for foreign language instruction through recommendations to the Superintendent of Schools and building principals
    d. Administers a program of evaluation of student achievement
  3. Miscellany
    a. Promotes effective working relationships between the staff of of the foreign language department and other members of the district's professional staff
    b. Recommends special projects under federal titles
    c. Keeps informed of the latest developments in the field of foreign language and relates this information to the teachers
    d. Reports annually to the office of the Superintendent of Schools the status of the foreign language program
    e. Presents publicly, both in writing and orally, all phases of the program
    f. Assists the state coordinator and state certification officials in requirements for foreign language teachers
    g. Persuades teacher-training institutions to improve their curricula and their preparation of future teachers.

Reference 1966 Northeast Conference Report: Coordination of Foreign Language Teaching (Pg. 85-104)

GOALS OF TEACHING A FOREIGN LANGUAGE

A Working Committee Report

Chairman: Bill Lopez
Members: Yvette Battin
Colette Garimaldi
Will Hale
Morris Rosenberg
Ruth Schabacker

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INDIVIDUAL DEVELOPMENT AND THE SECOND LANGUAGE EXPERIENCE

I. Objectives

There are three major objectives in the education of every individual: first, the acquisition of a tool skill which will be utilitarian, useful more or less immediately on a practical basis, and applicable to the task of earning a living; secondly, social adaptation preparation for becoming a member of a group, and a good citizen of a large or small community; and thirdly, cultural or humanistic development, the enrichment of the individual man and the well-rounded growth of his potentialities as a human being. In varying combinations and with varying degrees of emphasis, these three objectives are fundamental in all our educational theories.

If education accepts the criterion of usefulness as one of its objectives, no one nowadays can doubt that the learning of a Foreign Language has a very real tool-skill usefulness; (foreign travel, foreign study, radio, television, scientific research, diplomatic service, etc.)

The second basic objective of all education is to prepare the pupil for life in his community and to create in him a group consciousness. The danger in this social-science approach to education lies in its tendency to restrict the horizon, to prepare the pupil for membership in a small local group, dated at the present moment.

The third objective might better be called the humanistic ideal. It means the complete development of every potentiality of a man-body, mind, and spirit. It means the releasing of his creative urge, giving rein to his initiative, and achieving the fullest enrichment of his total personality. It is a mental discipline, the capacity for intellecttual doubt and discrimination.

The study of a foreign language, skillfully taught under proper conditions, provides a new experience, progressively enlarging the pupil's horizon through the introduction to a new medium of communication and a new culture pattern and progressively adding to his sense of pleasurable achievement. This experience involves:

1. The acquisition of a set of skills which include:
    a. The increasing ability to understand a foreign language when spoken, making possible greater profit and enjoyment in such steadily expanding activities

(1) Freeman, Stephen A. "Foreign Language Discussion Pamphlet No. II" (paraphrasing of original) as foreign travel, business abroad, foreign language movies and broadcasts at home and abroad.

b. The increasing ability to speak the foreign language in direct communication with people of another culture, either for business or for pleasure.

c. The ability to read the foreign language with progressively greater ease and enjoyment, making possible the broadening effects of direct acquaintance with the recorded throughts of another people, or maing possible study for vocational or professional purposes.

2. A new understanding of language, progressively rewealing to the pupil the structure of language and giving him a new perspective on English.

3. A gradually expanding and deeping knowledge of a foreign country--its geography, history, social organization, literature and culture, and as a consequence, a better perspective on American culture and a more enlightened Americanism through adjustment to the concept of differences between cultures.

Progress in any one of these skills or experiences is relative to the emphasis given it in the instructional program, to the length of time alloted, and to the interests and apptidues of the learner. Language skills, like all practical skills, may never be perfected and later may be forgotten, yet the enlarging and enriching results of the cultural experience endure throughout life.

II. Implementation of the Objectives

We apply the term "goals" to the ultimate objectives we have for the foreign language student. We believe that the implementation of these goals should be determined by the following factors:

A. The cultural heritage of the student e.g.

1. Is he a native born American with little or no experience at home or elsewhere in the target language?

or,

2. Is he a native or near native speaker of the Foreign Language because of his home environment, travel and/or study?

B. The ability of the Student

1. Is he a gifter learner?
2. Is he a comprehensive learner?
3. Is he a slow learner?

note: The above criteria can be rather accurately identified by testing the student by either the Pimsleur or Sapon Ability Measurement Tests befor e his FL study. They obviously do not measure his/her language achievement but are possible predictors of his/her success in FL study.

C. The interest or motivation of the student

1. Is he taking the foreign language for academic reasons e.g. intellectual curiosity?
2. Is he taking it strictly for high school graduation, credit or college entrance?
3. Is the Foreign Language a part of the obligatory courses of the general curriculum such as in the Elementary School or Junior High School?
4. Is he taking the Foreign Language for professional or career (business) reasons?
5. Is he taking the Foreign Language for parental reasons e.g. "aesthetic" or cultural, "disciplinary training"?
6. other reasons.

III. Final Outcomes

"From the very beginning, the goals of the language learner today should be to acquire a coordinate system of two languages, hot a compound system in which his native language dominates. This is an ideal goal and demands a great deal of mental discipline."[2]

Authentic patterns of the target language.

5. The student should develop an empathy for the foreign culture as a step toward world understanding.
6. The student should understand how various languages organize reality and he should develop an insight into the manner of learning them.
7. The student should be able to see a relationship of the Foreign Language content to courses taken outside the Foreign Language classroom.
8. The student should be able to see the relationship between the Foreign Language and his everyday life.

IV. Interpretation of the Goals to Others

With the increased enrollment of foreign languages we realize it is imperative that we state and interpret our goals to not only other Foreign language teachers, but to students, guidance counselors, administrators and the lay public. For this reason we have undertaken to state, in terms easily understood by different groups, goals for foreign language study. We have defined them in relation to the terminal behaviour of FL study. The following refer to item III. #1 through 8, pages 3 and 4 of this reports

A. The main reason for learning a modern foreign language is to be able to communicate the language. This can serve a useful purpose as well as a satisfying one. In our shrinking modern world communication between peoples of different speech communities becomes a matter of vital importance for real understanding. Thus the communication which is so necessary for our young people involves two skills: understanding and speaking. First, understanding what is said in the foreign tongue must be learned. This involves being able to distinguish familiar and some unfamiliar sounds; the ability to understand the meanings of the intonation or music patterns of what is said; and finally to understand the words phrases and sentences spoken at a natural speed. Secondly, the student will learn to speak. He will first imitate what is said so that he learns to pronounce well. Then he will learn to respond by answering questions; giving reactions to statments; he will formulate his own questions, descriptions, conversations and summaries, as well as performing many other conversational techniques. As he learns, he will increase his knowledge of the way people speak, that is, the way sentences are put together. He will do all this by learning basic principles of grammar (e.g. structure) and drilling these, which will give him the correct form he needs to eventually be able to speak while expressing his own ideas. B. The general aim of the reading objective is that the student read with direct understanding material on a general subject and on a subject within his experience. To arrive at this performance the student will be asked from early in the study of the language to read aloud and silently texts of material with which he is already familiar. In the following years of study the texts will become more difficult but never so difficult that the student will have to refer to the dictionary with great frequence. On the lower and intermediate levels students will be asked to prove their comprehension of the text through tests of varied types such as:

1. true-false questions
2. multiple choice questions
3. completion questions
4. answering questions on content in partial or complete sentendes.
5. summarizing
6. completion of a dialog or narrative, etc.

After the student has mastered the lower level of reading comprehension he will be lead to the reading of more difficult material such as short stories, magizine and newspaper articles, simple poems and adapted or shortened texts. Here the student will be asked to discuss and write answers to questions of content, character description, cultural factors, as well as retell parts of the story, create orally and/or in writing an ending for the story, etc.

In the more advanced stage of reading for perception and appreciation of literature the student will be expected to read longer materials of a more difficult type, some of which are in the original text. Here again the student will be asked to perform orally and in writing by having to briefly identify the author, his works, period of literature and his place in the development of literature. He should be able to discuss and write on a mature level about the content: plot and characters of the material he reads; and should be able to answer questions on cultural patterns, including behaviour patterns as they are sensed through literature.

C. The student will also learn to write the foreign language. He will progress from simple copying exercises to controlled writing exercises such as those performed in the oral stage (see #IV page 4),. The emphasis will be to aid the student to express his thoughts clearly through the organized patterns of the foreign language. The student will be "led" from dictation of known material to dictation of unknown material; from writing on a highly controlled basis to free composition. Both on the elementary and intermediate levels he will have writing exercises in which the basic problem is manipulation of structural points and lexical (vocabulary) items. On the advanced levels he will be expected to write at length on materials which he can discuss in the foreign language. (See page V B this report, or the Reports of the Working Committees 1963 N. E. Conf)

D. The study of a modern language tends to foster a respect for humanity. The student becomes aware of the universality of human problems, which know no national boundaries; he learns to appreciate and to respect the merits of other cultures and other peoples. As he learns the foreign language he participates in the culture of a foreign people directly through use of their communication skills; vicariously he participates in their daily lives, their holidays, their work and play. Friendship on a personal level often results as the ability to communicate develops. The student willlearn about the role of the family in another culture, and the social relationships which exist, and their effect on the individual, his particular society and the world. As he learns to respect values and customs of other countries and realizes the interrelationship of cultures he will hopefully develop an awareness of, and an interest in, the world as a whole. He will become less provincial and more world conscious as he recognizes his place in the common task of working for peace and understanding.[3]

E. The students should understand how various languages organize reality and develop an insight into the manner of learning them

The monolingual speaks and understands what he hears within a frame of reference pre-organized for him by his total environment. He has grown up with his language and consequently understands and expresses reality and his insights thereto only in terms of the way he has been conditioned to do so all his life. He understands the meaning of such simple thoughts as, "the man is calling the boy" partly because of the way in which the words are arranged. Never could he interpret the thought as "the boy is calling the man". In other words, while one way of expressing meaning in English is by the order in which words are arranged, such means are not necessarily employed in other languages. The same words, arranged in similar order in other languages might well mean one or the other depending on devices other than word arrangement-code signals such as word endings which signify the "doer" or the one "done-to".

A well known sports writer in recent years has taken to using the word "simpatico" in describing certain sports celebrities. Does the average American reader really know what he means? Is there a single English equivalent for this all-purpose word. There is not. Why is it virtually impossible to invent a translation machine? If one could merely translate the words of a sentence in the same order from one language to another and arrive at the same meaning, then foreign language learning would present no problem. A bilingual dictionary would suffice. Such, however, is not the case. The Spanish speaking person is not speaking "backwards" when he says " I to her it give". Reality for him is simply organized in this way. An important goal of foreign language teaching is consequently that of impressing the student with the fact that reality is organized differently by each language society. Through many linguistic means (scientifically devised drills) the student will develop an insight into the way different peoples organize language, thus enabling him more quickly to learn other languages he may have to learn in later years.

F. Whatever the student's goals, he should learn the four skills of the foreign language with the supposition that the content of the course be modified to meet his needs whereever logically possible. Course content could be varied within or without the class, depending upon the Foreign Language enrollment, staff, and course offerings. For example:

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(3) Moulton, W. "For Counselors and Parents"

1. Creation of separate courses for varying interests on upper levels (III, IV or V) such as:
   a. Steno III in Spanish
   b. Spanish History, Art or Social Sciences
   c. Engineering Concepts in German or French etc.

or

2. Grouping within a class by interests for individual or small group projects two or three times a week

or

3. Supplementary reading and/or study by individual students of special interests

or

4. Split sessions either 2/3 or 3/2 etc. during the week, at which time two sessions might be spent in a "career class" or "interest" class in the language, or vice versa.

note to counselors and FL teachers:

("What is required is an approach for a board base of students, not simply the small group in an Advanced Placement course in high school or those who major in or seek advanced degrees in the present language-literature framework. We are driving away students from our language programs in high schools, colleges and universities BECAUSE such programs are simply too narrow.")

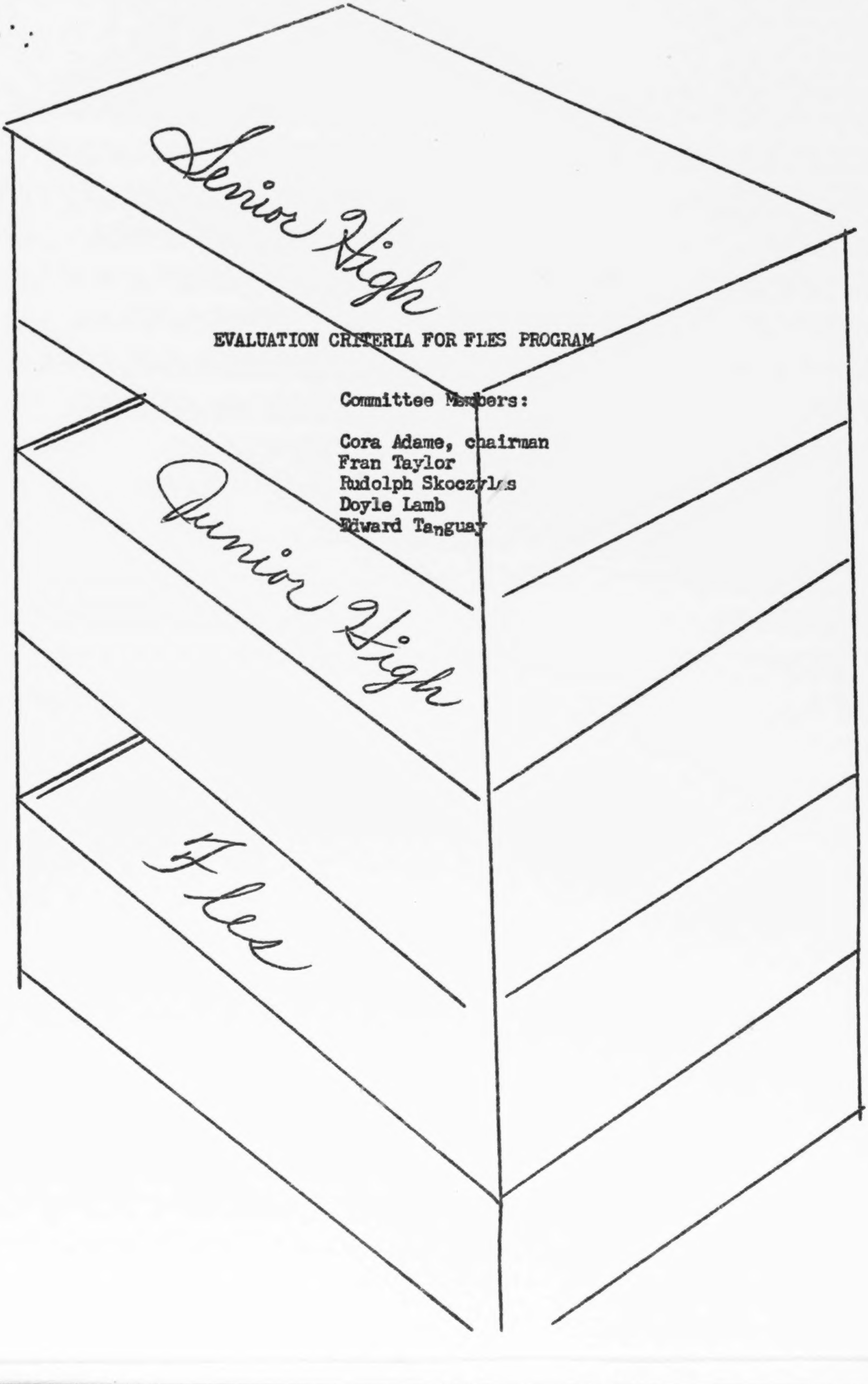
G. The student should be able to see the relationship between the language and his daily life.

Americans talk about baseball, football, dates, parties etc. So do the Europeans and Hispanic peoples. But do they mean the same thing. Probably so when refering to baseball, but obviously not so in football. We Americans discussing football, see players uniformed and padden in a certain way, executing maneuvers quite unlike those executed by the differently accoutered Europeans and Hispanic peoples. A date in Latin America or Europe, regardless of the relationship means something quite different to each culture. Perish the thought of a "boy-friend" or even a fiance taking out his girl in the evening unchaperoned, although some of our customs in this respect are beginning to rub off on the newly formed middle classes in the larger cities of the Latin American and parts of the European world.

As one learns the language, one subconsciously learns these ways, but in a natural environment. When the student learns a foreign language he is exposed through various artificial situations to how young and old people think and act in their society. If these situations are in terms of our youngsters' everyday life, as well as introducting some new experiences to him, the foreign language study will be a rewarding venture for him throughout.

V. Conclusion

We have tried to foresee questions from our listeners or readers. e.g., parents, students, counselors etc., and therefore have clarified what we mean by each goal, and in some areas the criteria by which it is to be evaluated in terms of the student's terminal behaviour. Thus each person directly or indirectly involved in the Foreign Language Program will have a clear idea of the goals, some techniques and evaluation.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EVALUATION CRITERIA FOR FLES PROGRAM

Committee Members:

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Evaluation Criteria for FLES Program

It is important that all aspects of the target language in elementary schools program be evaluated in terms of the purpose of the program. The following guide is to help evaluate criteria for the program, and it is hoped that it may be useful in evaluating the teacher, the materials and facilities, articulation, the supervisor, and the student. This evaluation is prepared in a check list form; therefore making it practical.

TEACHER EVALUATION

CHECKLIST

Date____________ School______________ Teacher____________________

Observed by__________________________ Language______________

I. PERSONAL QUALITIES	EXCELLENT	GOOD	NEEDS IMPROVEMENT
A. Appearance Poise, neatness			
B. Personality Pleasant, dynamic			
C. Attitude toward evaluation			

Comments:____

II. PREPARATION	
A. Daily preparation	
B. Methods and techniques	
C. Knowledge of target language	
D. Professional preparation	

Comments:____

III. CLASSROOM TECHNIQUES	
A. Varied classroom activities	
B. Use of target language in class	
C. Drill and dialog activities	
1. Whole class participation	
2. Individual participation blind spot, ½, rows	
3. Personal application	
D. Use of Visual aids	
E. Teaches skills in order aural, oral, reading, writing	
F. Use of materials (issued by system) text, tapes, discs	
G. Achieves objectives daily, short & long range	

Comments:____

IV. STUDENTS

	EXCELLENT	GOOD	NEEDS IMPROVEMENT
A. Response to teacher's efforts			
B. Enthusiastic in learning			
C. Cooperative with teacher			
D. Use of target language during the class period			

Comments: ____________________

V. CLASSROOM (APPEARANCE & ATMOSPHERE)

A. Conducive to learning			
B. Minimum of outside interference			
C. Attractiveness			

Comments: ____________________

VI. CULTURAL ISLAND

A. Who talks more in class, teacher or students? ____________________

B. What language dominates the classroom activities? ____________________

C. Is there a good teaching climate? ____________________

The above form could be checked for each class visit as well as for annual or biannual evaluations, depending on the school system. In order to establish rapport with the teaching staff, it has been suggested that each teacher have an opportunity to complete the same form before he has an appointment with the supervisor during which time the evaluation will be discussed. Regardless of the above form, after each visitation period, the supervisor should personally counsel the teacher in terms of his teaching performance and improvements necessary, if any. Also, the supervisor should limit his suggestions to the one or two items which need the most attention.. At times a word of encouragement or praise is sufficient, but at least some comment should be made to the teacher concerning the observation.

BASIC INSTRUCTIONAL MATERIALS, FACILITIES, AND SUPPLEMENTARY MATERIALS

BASIC INSTRUCTIONAL MATERIALS

1. Is there provision of native or near-native models for imitation? (A standard, acceptable form of native speech by classroom teacher, by TV teacher, tape or record.)

   Superior_____ Adequate_____ Poor_____ None_____

2. Is there adequate concern for accuracy of pronunciation?

   Superior_____ Adequate_____ Poor_____ None_____

3. Is there an evident plan to cover all the high-frequency structural patterns?

   Yes _____ No _____

4. Is there evidence that language learning is conceived basically as a matter of gaining near-automatic control of the structure system of sound, form, and order? (Or is it considered to be a matter of learning vocabulary?)

   Superior Language View — Adequate — Vocabulary dominated

5. Are the dialogs, stories, or other lesson materials based on representative situations in the foreign culture?

   Superior_____ Adequate_____ Poor_____

6. Is the subject matter--situations, ideas, vocabulary--suitable to the age group?

   Fully_____ Adequate_____ Poor_____

7. Is the introduction of new material paced at a rate to achieve mastery?

   Too fast — Good pace — Minimum Adequate — Slow

8. Does the current lesson give evidence that previously learned material is being re-used and extended and that the current lesson will be the basis for further development toward the goals of FLES? (Is the material not only sequential and progressive, but also cumulative?)

   Superior_____ Adequate_____ Poor_____

9. If audio-visual aids are used, do they represent accurately the culture of the country of the language?
Yes_____ No_____

Are they used to facilitate quick responses?
Yes_____ No_____

Can they be used easily and conveniently by the teacher?
Yes_____ No_____

10. To what extent is the foreign language used to refer to content that is neither present in the classroom, nor pictured in either classroom or book? (To what extent does the language alone carry the full burden of symbolic communication?)

Completely Considerably Slightly Not at all

11. Are the textbooks prepared in keeping with the laws of learning, the principles of linguistics and anthropological standards of authenticity? Yes_____ No_____
If not, describe._____

12. Do the textbooks reflect the objectives of FLES? Yes_____ No_____
If not, describe._____

13. Are the textbooks prepared in a format suitable to the oral approach of FLES?
Yes_____ No_____
If not, describe._____

14. Is a complete package of basic instructional materials (text, audio-visual aids, etc.) used? Yes_____ No_____

If so, are the components fully integrated? Yes_____ No_____

If not, describe discrepancies_____

15. Are the basic instructional materials carefully articulated from level to level in a sequential progression? Yes_____ No_____

If not, describe discrepancies._____

FACILITIES AND SUPPLEMENTARY MATERIALS

1. Language classroom is equipped for effective use of audio-visual aids. (For example, balck-out curtains, hooks for visual-aids, insulation against interfering outside noises, etc.)

Outstanding_____ Adequate_____ Poor_____

2. List equipment available, make, condition.

Tape recorders(s)____________________

Record player(s) ____________________

Film projector ____________________

Slide projector____________________

TV____________________

Other____________________

3. List materials available, with notes if necessary.

Maps____________________

Travel literature____________________

Craft materials____________________

Calendars____________________

Foreign money____________________

Postal cards, stamps____________________

Other (list)____________________

4. Books in English dealing with country (or countries) whose language is being studied.

In the classroom____________________

____

Elsewhere (specify where)____________________

____

5. Supplementary listening and reading materials carefully correlated with the basic instructional materials.

Adequate _____ Inadequate _____ None_____

6. Supplementary programmed units of instruction to help the slow learner and the new student who has little or no proficiency in the language.

Adequate _____ Inadequate _____ None_____

ARTICULATION OF THE FLES PROGRAM

CRITERIA FOR A WELL ARTICULATED FLES PROGRAM	YES	NO
I THE PROGRAM IS SEQUENTIAL: learning is by minimal steps.		
A. Materials continually build on vocabulary and structure previously taught.		
B. Materials are adapted to the age level of the students.		
II THE PROGRAM IS CONTINUOUS: it leads at least to grade 12.		
A. Evaluation of the total program is continual.		
1. Changes in objectives, methods, and/or materials at either the FLES or the secondary level are considered with the total program in mind.		
B. Evaluation of student progress provides for grouping of students of similar achievement.		
1. Grouping produces two or more "tracks" which continue in the sedondary schools.		
2. Provision is made for individual students to change tracks as motivation and achievement warrant.		

"The FLES program must be conceived as an integral part of the long sequence that ends with grade twelve. In this sequence the transition from year to year must be as smooth as it is from day to day within any given year. If the FLES teachers are committed to a common set of materials constructed for all the FLES years as an entity, achieving articulation between FLES years should be a simple matter. The danger spot, however, comes when the FLES graduates enter junior high school."

George A. C. Scherer, THE SINE QUA NONS IN FLES, Reprint from the GERMAN QUARTERLY, Vol. XXXVII, No. 4, Nov. 1964.

EVALUATION OF THE FLES SUPERVISOR

To obtain a proper perspective of the total FLES program, one of its most important factors, the supervisor, should also be evaluated.

The method of evaluating supervisors, as with nearly all evaluation, is by means of subjective judgment. The individual responsible for this judgement is usually the immediate superior of the supervisor, although this is an arbitrary matter decided by each school district.

The technique for evaluating the supervisor suggested here is to use a checklist which, by means of a series of questions or statements, rates the degree to which the supervisor performs his duties, achieves his objectives, and accepts his responsibilities. From this rating, a job profile or "job image" can be discerned.

The checklist suggested here is centered around the three broad areas which, in many instances, are primary considerations for the office of the FLES supervisor: background training and preparation; implementation of the FLES program; and, evaluation of the FLES program.

EVALUATION OF THE F L E S SUPERVISORS

A. Preparation

The FLES supervisor should have prior preparations and competencies in the areas listed below at least to the degree that his superiors could respond affirmatively to each of the items stated.

	Excellent	Adequate	Inadequate
1. Knowledge of the language, or languages, which are incorporated into the FLES program.			
2. Knowledge of the elementary school: its function; its administration; its operation.			
3. Knowledge of teaching/learning process and psychology in the elementary school.			
4. Knowledge of effective foreign language teaching methods and techniques as applicable to the elementary school.			
5. Knowledge of the entire foreign language program of which the FLES program is a part.			
6. Knowledge of procedures for effective curriculum development.			
7. Knowledge of the community, both its people and its status, of which the school system is a part.			
8. Knowledge of effective in-service procedures and practices.			
9. Knowledge of evaluation procedures and evaluation instruments.			

B. Implementation

The FLES supervisor is ultimately responsible for the implementation of the FLES program. To measure the effectiveness of the supervisor, the following checklist may be helpful.

	Always	Usually	Seldom
1. He visits and assists teachers and other personnel regularly.			
2. He plans district-wide meetings designed to improve the FLES program.			
3. He conducts effective demonstration classes and sessions.			
4. He assists the curriculum director and other administrators in matters which effect the FLES program.			
5. He works with all personnel involved to promote consistency in articulation, grading, and promotion policies.			
6. He encourages, and assists where possible, in experimentation designed to improve the FLES program.			
7. He assists in the orientation of new personnel.			
8. He assumes primary responsibility for keeping abreast of developments in the language field.			
9. He is directly involved in the selection and assignment of new personnel.			
10. He participates in conferences with personnel to discuss means toward their, and his, professional growth.			

C. Evaluation

The FLES supervisor should assume direct responsibility for periodic evaluation of the total FLES program as well as for each of its individual parts. The following checklist might be helpful in measuring the supervisor's effectiveness in this area of responsibility.

Superior

Good

Needs Improvement

Does the supervisor see that:

1. The goals of the program are linguistically and educationally sound while reflecting latest information available as well as the results of latest research?
2. The materials of the program are adequate to achieve the stated objectives of the program?
3. The personnel involved in the program are kept abreast of continuing developments in the fields?
4. The personnel involved in the program are aware of pertinent professional opportunities open to them?
5. The progress of students in measured regularly?
6. The instruments for measuring student progress are realistic to the objectives of the program?
7. The inventory of supplies, equipment, and materials are sufficient to support the program?
8. The sources of funds eligible for program support are sought out and utilized?
9. Adequate enrollment and other pertinent statistics are gathered and disseminated?
10. The FLES program realistically and effectively relates to the succeeding levels of the language program.

Evaluation of Student

Some school systems make no attempt to evaluate individual performance in FLES programs however most schools have some guide lines to arrive at some kind of mark to give the student. Objectives however, continue to be primarily in terms of attitudes and understanding. Evaluation occurs in terms of skills in foreign languages.

In considering all aspects of competency in the Fles program there are four areas that should be evaluated. They are: listening comprehension, speaking facility, reading comprehension, and social attitudes towards values of peoples of target language.

Student Progress
Name
First semester
Date

Listening Comprehension	1	2	3	4	5	6	7	8	9	10
Immediacy of Response	1	2	3	4	5	6	7	8	9	10
Appropriate of Response	1	2	3	4	5	6	7	8	9	10
Pronunciation	1	2	31	4	5	6	7	8	9	10
Response to Directions	1	2	3	4	5	6	7	8	9	10
Cultural Attitudes	1	2	3	4	5	6	7	88	9	10

Other Comments Teacher
(Circle number to show evaluation)

Conclusion

The main purpose of this general evaluation was to offer a suggested guide to evaluate the the teacher, materials, and facilities, articulation, the supervisor, and the student.

Evaluation information or lists given involved experience of persons having worked or working with Fles from Indianapolis, Indiana; Gilroy, California, Santa Barbara, California, Jefferson County, Colorado and Lawrence, Kansas.

THE DEVELOPMENT OF STRONG JUNIOR HIGH FL PROGRAMS

In considering the important factors making up a strong foreign language program in junior high school, it is necessary to look first at the personnel, next at the curriculum, and then at the student.

I. PERSONNEL

A. Board of Education Members and Chief Administrators

In the end it is the board of education and the chief administrators who have the power to set the standards for the kind of language program needed. Therefore the following suggestions are made to members of boards of education and to superintendents for improving and maintaining a good FL program:

1. Provide sufficient time and proper scheduling to implement the program.
2. Encourage the further training or retraining of teachers in audio-lingual competence and modern teaching techniques, even to the point of providing funds in the budget for such measures.
3. Become informed in regard to new materials, linguistic science, and modern learning theory.
4. Provide for careful planning, smooth articulation, and objective evaluation of the total program under the direction of a competent coordinator or supervisor.
5. Keep the public informed about the entire language program and about funds necessary to continue an effective language program.
6. Be aware of funds available to local school districts from NDEA sources and seek them.

B. Principals

In each school the principal can make or break a language program depending upon his attitude toward language learning. The following recommendations are made to help principals provide a sound language program:

1. Encourage foreign language teachers to be open-minded about new teaching materials, methods, modern testing techniques, and evaluation procedures.
2. Encourage FL teachers to experiment cautiously but confidently with new ideas about teaching languages for practical communication.
3. Provide for a minimum of interruptions in class and laboratory periods.
4. Try hard to hire teachers who are energetic and interested in new adventures in audio-lingual-visual-mental methods, preferably those trained in NDEA institutes.
5. Support teachers in replacing outdated texts and materials with up-to-date books, tapes, and visuals.

C. Guidance Counselors

The influence of the counselors in the establishment of a strong FL program is very great since they have much to do with helping students to make the proper choices of courses. It is suggested, therefore, that guidance counselors should:

1. Encourage all counselees to begin a foreign language.
2. Encourage all counselees to continue the study of the same language.
3. Be well-informed about college language requirements.
4. Be aware of modern theories of language learning.
5. Be sympathetic to the needs of the ever-increasing numbers of children who do not speak English as their native tongue.

D. Coordinator, Supervisor, or Department Heads

It is upon the coordinator or supervisor or department head that the administrative burden of responsibility for establishing and maintaining a strong FL program rests. It would be desirable for him to be qualified, in part, as follows:

1. Be completely competent in one modern language and preferably in two.
2. Be a master classroom teacher, fully trained in the most modern teaching teachniques.
3. Be well-educated in the humanities as well as cognizant of the importance of all disciplines in the curriculum.
4. Be able to work well with other people, with both those above him and those below, in the hierarchy of the administration.
5. Be open-minded and willing to listen to teachers and to lead them to want to keep improving the total program.
6. Be fair and objective in evaluating teachers, teaching methods, and materials.
7. Be persuasive in encouraging the strong high school teachers to accept teaching assignments in junior high school.
8. Be effective in keeping the FL courses articulated.

E. Audio-Visual Director

A person who is very important in planning for a strong FL program in junior high school is the audio-visual director. He is in a position to be of great technical help in planning NDEA titles projects, in ordering tapes, and all the other AV materials and equipment necessary for maintaining a successful program. He will be especially valuable in helping to plan for language laboratoreis or electronic classrooms.

F. The Teachers

In spite of all the rules in the "book," it should never be forgotten that what happens in the classroom and laboratory, as far as change in behavior of students is concerned, is really what language teaching is all about. The following are just a few suggestions that teachers may wish to follow beyond the general audio-lingual teaching techniques:

1. Plan their work well so that they will be confident in making class and laboratory presentations.
2. Be patient and understanding. It can't be all taught in one year anyway. Language learning is a slow, deliberate prodess requiring much practice.
3. Encourage students to do their very best by assuming and maintaining a positive attitude toward their work.
4. Try to develop new ways to present material and to test and evaluate students' work.
5. Concentrate on cooperative class control. Students must feel at ease and wanted, but they must be paying close attention at the same time.
6. Keep in mind that junior high students are fast-growing youngsters and need direction and guidance.
7. Be aware that foreign language is only one of the courses students may be interested in. They need time and energy for mathematics, science, football, and home economics, too.
8. Encourage students to become gradually self-reliant in listening and speaking.
9. Remember that junior high students are being prepared for a long sequence of FL study. Their interest must not be squelched and their love of the language is of the utmost importance.
10. Remember that they are re ally teaching boys and girls first and language second.

G. In order to insure a strong foreign language program at the junior high level, it is vital that all personnel involved be committed to the philosophy that foreign language study for communication must be a continuous, cooperative effort at all levels.

II. CURRICULUM

The junior high FL program should be considered a bonafide part of the tdal FL program. The transition between junior and senior high school is very difficult, and every effort should be made to make the change easier for the student. It is in junior hgih school that students with low auditory ability and those who are underachievers should be identified and efforts made to help them. The curriculum is thought of in terms of length of period, number of languages offered tracks, and materials.

A. Length of period

Instruction should be provided five times a week with a minimum 25 minutes in grades 7 and 8 and a minimum 40 minutes in grade 9.

B. Number of Languages Offered

The number of languages offered should be governed by the total language enrollment in the school, the interest in language, and the number enrolling in the language in grade 7. It is neither educationally nor economically sound to begin a 6-year sequence in grade 7 unless the registration is large enough to assure a separate program through grade 12.

Administrators must be made aware of the importance of a long language sequence, at the same time pointing out to them that a good language program must have sufficient students to insure a long sequence, and that the school cannot support more language programs than the enrollment justifies.

C. Tracks

1. Students who have begun language in a meaningful FLES program of long enough duration to have accomplished significant language learning should be kept in a separate track from students beginning in junior high school or later. A FLES program made up of well-articulated materials and taught by qualified teachers will produce students proficient enough to be tracked into the junior high program on the basis of real learning achievement.
2. FL study should begin in grade 7 for students who have had no FLES training.
3. Provision should be made for achievement grouping by the end of grade 8. It is important to have enough students beginning the study of a language in grade 7, or continuing the study of a language begun in FLES, for this grouping to be possible. Students in junior high should be promoted to the next level of language study on the basis of achievement only.
4. Materials should be used which are based on sound linguistic and pedagogical concepts, geared to the level and interest of the students, presenting the four skills--listening, speaking, reading, and writing--providing for the cultural concepts, and articulated with the materials used in the preceding and following levels.

Electronic facilities should be provided for machine-dill supplementing teacher-led drills. These electronic facilities should be available and adequate in quantity and versatility to provide the student with opportunity to benefit by the use of machine-drill at the time he needs it.

Materials, learning activities, and physical classroom set-up should all emphasize student activity and student performance in the action of learning.

III. THE STUDENT

In making any and every decision in planning a program of studies, the role of the learner must dominate all other considerations. The learner, his qualifications, and his attitudes can radically effect the success of any educational undertaking. For these reasons, the following questions are recommended for consideration.

A. Which students should enter a foreign language program at the junior high level? This question can best be answered according to a set of circumstances as they exist at the time the program is inaugurated.

1. All students should be included in the program if two conditions exist together. The first condition is that there has been no successful FLES program preceding the junior high level. The second condition is that the educational philosophy and practice of the staff provide effectively for individual differences in aptitudes and motivation.

2. Selected students should make up the classes if either one or both of the following conditions prevail. The first condition is that there has been a successful FLES program. The second is that the educational practices of the staff do not make effective provision for individual differences.

B. What are the contributions the student must make?

1. The student must DO. If, for any reason, inappropriate learning takes place in the learner, the best efforts of the teacher, the best prepared materials are to that extent a failure. The student must accept the proposition of equal rights - equal responsibilities in the learning process. The materials or media - including the teacher, the equipment, class situations, realia, etc are the catalyst in the learning process; the language is the object of the learning process; the student is the subject in whom the learning process takes place.
2. The student must know what he is doing and why he is doing it.
3. The student must eventually supply his own motivation for continuing his studies.
4. The student must be patient with himself.
5. The student must have the aptitude to distinguish between knowing about the subject and knowing the subject, and he must have the humility to subject himself to the drills and monotony involved in perfecting the needed skills.
6. The student must fall in love with the subject in order to overcome the many difficulties that he will encounter on his road to mastery of the language.

IV/ CONCLUSION

A strong junior high FL program is best thought of as a part of a long-term, uninterrupted experience in linguistic achievement. It should be handled with competence and understanding, never forgetting the child and his particular needs nor language learning and its objectives.

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PROCEDURES FOR DEVELOPING
A
MODERN FOREIGN LANGUAGE CURRICULUM
GRADES 7-12

FINAL DRAFT

Committee

Doris Cerwin
Florence Howell
Daniel Martinez
Norman Zinn
Edmund Sullivan, Chairman

Rationale

In determining the place of foreign language in the basic curriculum, there are two underlying premises that must be taken into consideration. These are the practical values and skills on the one hand, and the broader long-range goals -- linguistic, cultural, and literary concepts -- on the other.

Our rapidly changing and shrinking world demands that our students be prepared to communicate across cultures. Their foreign language studies will provide them with language skills and cultural understanding for use in specific geographic areas, and more importantly, with the linguistic and cultural concepts valuable for transfer to other languages and cultures if this becomes necessary.

Foreign language must be a part of the common learning of the American student, a necessary background for insight into the nature of society. This insight requires a combination of the development of an active, empathetic understanding of other ways of life, with a broader perspective of oneself and of one's own language and culture.

Objectives

The primary goal of foreign language study is the development of the four skills of communication--listening, speaking, reading, and writing. Other important objectives are the understanding of linguistic concepts, the understanding of the target culture, and an appreciation of the literature of the people of the target language.

Guidelines

1. Does the student understand the foreign language when it is spoken at a normal rate on a subject within range of the student's experience?
2. Can the student speak the foreign language with reasonable fluency and correctness within range of his experience?
3. Does the student read the foreign language easily within the framework of his experience, without recourse to English translation?
4. Can the student write in the authentic patterns of the language what he can say in the target language?
5. Does the student understand linguistic concepts, such as how the language functions through its structure?
6. Does the language learning lead to an understanding and an appreciation of the life, institutions, and civilization of the people of the target language?
7. Is the student developing an appreciation for, and an enjoyment of, the literary heritage of the people of the target language?
8. Is the foreign language experience giving the student a deeper insight into his own culture and the interrelationship of the two cultures?

Sequence of study

The minumum sequence of study should provide four continuous levels of instruction through grade 12. In a secondary program the 7th grade is the best place to start, since at this time the student still retains the ability to imitate and accept new patterns and sounds with ease. However, a beginning program must always be provided for those students who for some reason have to postpone their FL study.

Guidelines

1. What constitutes a "level" of foreign language study?
2. What is the minimum sequence, in terms of levels?
3. What will be the time periods for classes at each level?
4. How often will classes meet, at each level?
5. What planning will be built into the curriculum for consistent growth and articulation?
6. What variables of flexibility can be provided for student scheduling in later years to insure continuous study through grade 12, taking into account different abilities and interests?
7. How can "maintenance" courses be provided to insure continuous study at the upper levels for students with heavy schedules?
8. What provision will be made for offering upper-level courses to insure continuous study although enrollment may be low?

Student selection, placement, and groupings

The first level of instruction should be offered to all students, with grouping provided thereafter, based on performance, to provide for varying interests and abilities.

Guidelines

1. Is the first level of instruction offered to all students?
2. At what levels will grouping be provided?
3. What kinds of grouping will be provided?
4. What will be the criteria for grouping?
5. Can students be moved readily between grouping tracks?
6. What special provision will be made for students of a second foreign language?
7. What provision will be made for placement of native speakers?
8. What provision will be made for placement of transfer students?

Teaching Materials

The teaching materials should meet the objectives of all four language skill, should present authentic language elements in a conceptual framework, should have cultural significance, and should include selections of contemporary interest, as well as those of literary merit.

Guidelines

1. Does the material allow for interrelating the learning of the four language skills?
2. Does the situational set interest students of the age level for which materials are intended?
3. Is the target structure learned through the practice of patterns of sound, order, and form?
4. Is structure presented according to frequency in the target language?
5. Is there a gradual substitution of the graphic symbols for sounds after they are mastered?
6. Is vocabulary kept controlled until all high-frequency structures are learned?
7. Is vocabulary presented in context?
8. Is the material presented in minimal incremental steps?
9. Does the material provide for insight into the culture?
10. Are appropriate selections from the target literature presented as early and as often as possible?

Teaching Procedures

The teacher promotes the learning of skills and attitudes that allow and encourage further learning to take place. The student is encouraged to become self reliant. Teaching procedures are useful inasmuch as they produce effective learning. The purpose of teaching foreign language is to help the students develop their foreign language behaviour in speaking, reading, listening and writing by imitating, questioning, defining, observing, classifying and generalizing, and conceptualizing. All of these involve language and are fundamental language processes.

To make language come alive, there are attitudes that teacher and student must adopt. Both play a new role. Students play a new role with one another and with the teacher as well as with the subject matter. Each of these roles when it is new, needs to be carefully structured so that it leads to effective learning. Early goals of the audio-lingual teaching technique are to strive to achieve accurate manipulation of sounds and structural patterns of the target language.

In order to be certain that the teacher is using effective teaching proceudres he may use a set of guidelines to structure his planning.

Guidelines

1. Is the class at ease and working chiefly in the foreign language?

2. Does the teacher create an environment for learning?

3. Does the seating arrangement lend itself to active teaching and learning reinformcement?

4. Does the teacher avoid unnecessary distractions from the lesson?

5. Is all class activity controlled?

6. Are the students taught to become effective observers and listeners?

7. Is the teacher able to conduct early lessons without a cumbersome textbook interfering with gestures and without breaking the rhythm of the lesson?

8. Is language taught as a set of concepts which lead to habit formation?

9. Are students expected to give a high level of performance at all times?

10. Is the teacher quick to model so that responses are immediately corrected?

11. Does the teacher make it easy for the student to accept correction?

12. Are the students aware of the purpose of the exercises?

13. Do students know what they are saying?

14. Is the generalization made at the most opportune time?

15. Does the teacher require good pronunciation and intonation performance?

16. Do students speak at near normal speed?

17. Does the teacher vary the type of responses?

18. Does the teacher strive for generated speech which is within the scope of the learner?

19. Is a reasonable pre-reading phase observed?

20. Is the relationship of the sound system to the corresponding orthographic system taught systematically?

21. Do students read for direct association?

22. Do students receive pre-instructions about both oral and written assignments?

23. Does the teacher know the obstacles that students encounter?

24. Are students challenged according to their abilities?

25. Does the lesson offer variety?

26. Is there evidence of spaced practice in the organization of lesson plans?

27. Does the teacher use appropriate visual aids effectively?

28. Is the language laboratory an integral part of the learning activity?

29. Is the teacher able to gradually subordinate his participation in the classroom?

30. Is the teacher willing to experiement with approaches based on current theories of the psychology of learning?

Electronic facilities

Language laboratories and electronic classrooms are the most efficient means of accomplishing the vast amounts of drill required by modern methods of language teaching; further, their application to other aspects of language teaching and their adaptability to recent trends in insturction, e.g. flexible scheduling and team teaching, emphasize the importance of such facilities in the foreign language curriculum.

Guidelines

(These guidelines, based on materials developed by Dr. Eddy and his committee, go far in synthesizing much of the work that has been done on electonic facilities; however-- and this must be stressed-- a comprehensive treatment of the subject is impossible in so limited a format.)

1. Has planning, involving all foreign language personnel, as well as administrators and an unbiased electronics consultant preceded, by at least one year, the installation of the facility?

2. Has planning for the facility included and heeded the goals of the entire foreign language program, the means of achieving these goals and budgetary limitations?

3. Has the choice of the equipment and location been dictated by the objectives arrived at by the planning group for the facility?

4. Has the selection of the equipment been determined by the needs of the program and the quality of the equipment rather than the price?

5. Is the supplier a reputable dealer doing business within reasonable proximity to the schools he is to serve?

6. Has the supplier furnished a warranty assuring the purchaser of full value and providing specifically for maintenence, periodic testing and repair of the equipment?

7. Have adequate provisions been made for maintenance including the employment of a full-time technician, after the supplier's obligation has expired?

8. Has effective supervision been provided, including the designation of full responsibility to one foreign language staff member with released time for carrying out his duties.

9. Are adequately trained student monitors effectively used in keeping materials in order, helping students operate equipment and verifying the status of each student position?

10. Are check off sheets provided and used by teachers and monitors to keep accurate control of the condition and operation of all equipment and materials?

11. Is the language laboratory, as well as the foreign language classrooms, located in an area sufficiently quiet to permit both the teacher and the pupil to hear and evaluate accurately the sounds of the foreign language?

12. Are language laboratories, as well as other foreign language equipment, contiguous to the foreign language classrooms?

13. Is thorough orientation provided for all school personnel responsible for or using the facility?

14. Does scheduling meet the needs of the pupils and staff?

15. Does it take into consideration the limitations of housing, equipment and the master schedule?

16. Are provisions made for class drill in an electronic classroom and testing and individual drill in a language laboratory?

17. Do the needs of the class determine the type of drill, the time it is presented and the amount of time devoted to it?

18. Is the student fully convinced of the immediate usefulness of the drill session?

19. Does the program require that a pupil be in the laboratory for a definite purpose and for only the amount of time required to achieve his immediate objectives?

Testing

Testing should be an integral part of the FL program, aimed at motivating the student and at helping him to realize his progress as furnishing a tool through which the teacher can measure the effectiveness of his teaching.

Guidelines

1. What is the difference between evaluation and testing?
2. What are the objectives of a good testing program?
3. Are the four skills tested?
4. Do the tests include the measure of cultural concepts, either in situational or linguistic context?
5. Do the tests measure the control students have of conflict points between the native and foreign languages?
6. Does the test check one problem at a time? If several components are included are they evaluated separately?
7. Does testing material include reintroduction of items previously learned?
8. Do tests in the target language call for responses in that language?
9. Are items from which answers are to be chosen correct as to spelling, structure and idiom?
10. Does the test include only what has been taught? Do test procedures reflect teaching techniques?
11. Is testing both formal and informal, and frequent enough to give a valid measure of student progress?
12. Do pupils have the opportunity to practice test procedures which will be used before the test is administered?
13. Is immediate correction of tests provided in order to reinforce correct patterns?
14. Are tests used to assist in grouping students by identifying those with special abilities as well as those who need special help?

15. Does the testing program assist in evaluating the total FL program?

Program evaluation

Evaluation of a total FL program should take into account the objectives of the program in terms of student achievement and performance.

Guidelines

1. Are the goals clearly defined?
2. Does the program provide for a long sequence of continuous instruction from grade 7 through grade 12?
3. Is adequate provision made for articulation at the various levels?
4. Are the teaching materials linguistically and pedagogically sound?
5. Do they provide for consistent growth in all language skills?
6. Are the materials culturally oriented?
7. Are the materials suitable for the maturity and interests of each age group?
8. Is adequate AV equipment available for all FL teachers?
9. Is FL experience provided for all students according to their abilities via grouping?
10. Is there opportunity for advanced students to start a second FL?
11. Are the teachers qualified according to MLA Guidelines and local certification laws?
12. Do teachers take advantage of opportunities for further development and improvement such as in-service training, workshops, college classes, institutes and travel?
13. Are credits or salary increments allowed for such training?
14. Is there provision made for best utilization of staff?
15. Are counselors informed of FL program aims and the guidance needed by students?
16. Is there a supervisor in charge of the complete program who provides appropriate assistance and leadership?

17. Is released time allowed for teacher preparation?

18. Is an effort made to analyze causes of student attrition?

19. What percent of the school population is enrolled in FL classes?

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Levels IV & V

Goals, Methods
Materials

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LEVELS IV AND V, SPANISH AND FRENCH

In presenting this report, the committee doesn't want to reach too high, but neither do we wish to set standards that are too low. We feel we should keep in mind that on these two levels the average student is more highly motivated in the language, has proven proficiency and is perhaps more intelligent than the average would be at the lower levels.

The variety of activities seems necessary because college courses certainly vary, with some preferring that we leave literature to them, some concentrating on "modern" literature, and others requesting a more traditional preparation. We therefore feel it incumbent upon the secondary teachers, in a feeling of fairness to the student, to give him minimal experience with the philosophies he may encounter in different types of college language departments.

It is presumed that certain skills will have been well mastered in previous levels. Among these are the following:

1. Listening comprehension: Ability to get the sense of what an educated native says when he is enunciating carefully and speaking simply on a general subject.
2. Speaking: Ability to talk on prepared topics (e.g., for classroom situations) without obvious faltering, speaking with a pronunciation readily understandable to a native.
3. Reading: Ability to grasp directly (i.e., without translating) the meaning of simple, nontechnical prose, except for an occasional word.
4. Writing: Ability to write correctly sentences or paragraphs such as would be developed orally for classroom situations.
5. Language analysis: A working command of the sound patterns and grammar patterns of the foreign language.
6. Culture: An awareness of language as an essential element among the learned and shared experiences that combine to form a particular culture, and a rudimentary knowledge of the geography, history, literature, art, social customs, and the contemporary civilization of the foreign people.

GOALS OF LEVELS IV AND V

As we approach the culminating course in the target language, the ultimate objectives of proficiency in listening comprehension, speaking, reading, and writing are nearer realization by the pupil. These skills mastered, the student is enabled to enjoy conversations with other speakers of the language and to read literary selections with comprehension, without resorting to translation. The two basic objectives are: (1) to further the pupils knowledge of the language; namely, mastery of speech, reading and writing, and (2) to increase the pupil's knowledge of culture including literature. In working toward realization of these objectives, the target language is used entirely as the medium of communication for instruction and pupil responses. Thus the objectives of the audiolingual experience are more nearly realized in the classroom in all phases of instruction.

Objectives are as follows:

1. Individual study. Student should be introduced to this in the 4th

level in order that he may perform along this line in the 5th.
2. Committee work leading to class reports and panel discussions.
3. Dramatic presentations.
4. Use of dictionary in the target language and reference materials within the range of student knowledge.
5. Demonstrations by the student in the target language from one of his school subjects, e.g., arts, science, math, etc. or special interest area.
6. An increased knowledge of the culture and history of the target people with an ability to make an application of it to contextual situations in speaking, reading, and writing.
7. To be encouraged to read from foreign language texts in the library and periodicals.

LEVEL IV

A. Listening. The abilities achieved in the first levels should be augmented by frequent practice.

As a goal, the student should understand the foreign language as it is spoken by native speakers in situations similar to his own experience. For example, he should be able to understand conversations based on everyday situations, questions about his usual activities in and out of school, accounts of similar activities of his peers in other countries, stories, brief descriptions of historical and current events, discussions about famous people, past and present and the reading aloud of carefully selected passages from plays, books, and periodicals of general subject matter.

The student should be exposed to common social and regional variations of the target language and be able to understand them. He should evaluate the oral performances of his peers, i.e. platform talks, dramatic skits and readings. Finally, he should be tested periodically as to his listening competence.

Use of the following media is recommended:

Recordings of literature.
Poetry on tape and records.
Tape recordings of film strips of drama.
Discussion and lectures by native speakers.
Lyrics and songs on tape and records.
Various excerpts of literature.
Interviews of native speakers.
Talks by foreign exchange students.
Foreign language movies.
Radio broadcasts in target language.

B. Speaking. In level IV the student strives to perform with less specific guidance and control on the part of the teacher than in previous levels. He continues to strengthen the competencies gained in previous levels. Intonation, enunciation, and pronunciation employed are reasonably close to that used by a native speaker of similar social status. He delivers platform talks on culture, literature, history, and economics of the countries involved. Increased oral facility and pattern variation and expanded vocabulary are demonstrated in group panel activities and in ordinary conversation. He is able to present a demonstration in another of his school sujects: e.g. social studies, art, science, mathematics, or special interest area. He reads aloud convincingly and effectively, expressing the correct mood and interpretation of the story or poem, and his illumination of meaning is satisfactory. He is able to state the main idea of literary works of any.length. Oral reports and topics of the day from newspapers and magazines are presented frequently. He is able to answer spontaneously questions covering the scope of his experiences in language learning.

C. Reading. Reading should take on a new importance in level IV. Students should be able to comprehend the situation, emotions, ideas, and implications of readings and to relate such works to their historical and cultural setting. The ability to read rapidly and accurately may be developed by a combination of intensive and extensive reading. At this level the student should be able to handle assignments of 750-1500 words for intensive reading. This reading will form the basis for classroom activities, pattern practices, vocabulary drill, word study, general discussion, etc. This reading should lead the student into the study of specific periods of the history of the country where the target language is spoken. It should also lead into an awareness of the culture of this land by acquainting him with selected literary materials.

Longer assignments will be made for extensive reading - an entire short story or a sequence of chapters in a novel. In this type of reading the student's interest will center upon a total or over-all comprehension of characters and language or story content. Only a few moments of class time are necessary to check on whether or not the student has understood the main features of the story. By means of this extensive reading the studentmay deepen his acquaintance with specific authors, painters, heroes, and other famous people.

Suggestions for these types of reading:

Level IV
Intensive reading, such as:
  4th level book of series such a ALM
  Third book of Holt series
  General cultural readers.
Extensive reading:
  Collections of short stories.
  Contemporary periodicals
  Selected novels or plays.
  Encyclopedia in the foreign language for reference

D. Writing. There is a marked increase in the written work on this level, although the other three skills must be continuing. Nelson Brooks suggests that 40% of the time might be used in the development of this skill.

A student should:

1. Write from dictation following a preliminary reading.
2. Read a text and make a written summary.
3. Write a one or two page comment on a stated number of points culturally significant using good linguistic structure, idioms and with correct vocabulary reference.

4. Receive oral instruction about an assignment to be written and then write it.
5. Be able to use a dictionary in the language to check meanings and spelling.
6. Be able to change form of writing, e.g., from dialogue to story; story to letter; etc., using expressions selected from the passage.
7. Write a 350-500 words composition on any subject within the range of his general knowledge.
8. Be able to use a reference grammar to aid him in composition.

LEVEL V

Becauss of the varied needs of students at this level we would like to present three alternatives:

A. Maintenace course. A minimal course can be provided for those students who, because of schedule conflict, do not have the time for a full fifth-level course, The purpose of this course will be to maintain the language control that has been acieved in the previous levels.

This group should meet at least twice a week and engage in a variety of activities that will maintain the four skills. Contemporary periodicals may be read and discussed, films in the target language may be viewed, and selections of literary value may be read in class. Since the oral skill is one of the first to deteriorate if not practiced, great effort should be made to provide sufficient class discussion of material read, viewed or heard. The writing skill may be maintained by dictations and written summaries to be prepared during class time. Students should be encouraged, not required, to use reading materials available for level V students. Credit may be given at the school's discretion.

B. Regular Level V by skills.

I. Listening. The abilities of the student and his familiarity with the target language on the fourth level should be expanded by constant daily practice resulting in the increasing ability to understand the foreign language when spoken.

This constantly widening aural involvement will make possible greater profit and enjoyment in every listening experience. Understanding will grow with each steadily expanding listening activity.

The media utilized in the fourth level will be continued on level V, but with a constantly broadening area of interest and degree of difficulty.

2. Speaking. In level V the student maintains and strengthens the speaking competency gained in the previous four levels. In addition:

From time to time he records his own voice for the purpose of detecting and correcting errors, and to make comparisons or to evaluate the progress made since making the last recording. He makes talks on topics related to the literature, history, or culture of the countries involved. He employs a more extensive vocabulary and demonstrates ever increasing facility in utilizing the learnings of previous levels in participation in panel discussions or conversations. He is able to read aloud effectively while imparting the mood and illuminating the meaning of a story or poem. He performs creditably in dramatic presentations, role playing, or oral rendition of poetic prose or poetry. He is able to grasp and explain the main theme of a literary work. He reports on the progress of novels, plays, etc., being read outside of class.

3. Reading. During level V the student should strive to reach the "liberated reading" stage. In other words, the student should strive to perfect his reading comprehension to the point where he is reading unabridged contemporary writings. It will be up to the teacher to guide the selection of the material and counsel the student in the proper direction. A balance should be reached between contemporary reading and the classics. Students should study and become familiar with trends in literature and be able to discuss several of the classics, their authors and their style. Through reading students should come to an understanding of socio-economic problems in order to contrast them with our own as to cause, approach, and possible outcome.

Suggestions for intensive reading: Selected literary texts books, cultural readers dealing with specific areas. Suggestions for extensive reading: Literature through the centuries with emphasis on modern authors, contemporary periodicals.

4. Writing. Students continue to:
Imitate models.
Write summaries.
Write on elementary aspects of their other academic subjects.
Take simple notes.

And as the level progresses they should be able to:

Write what they know well with particular attention to clarity and acceptable structure.
Write more reports on varied subjects to give enrichment.
Write some translations of graded difficulty.
Write compositions that have as their chief aims description, exposition or argumentation.
Write short compositions of an imaginative nature.

C. Advanced placement for academically talented. Students in this group will have as an objective the receiving of advanced placement upon entering coll A great part of their work is prescribed by CEEB. All skills must be held to a high standard of accomplishment.

2. These students should be exposed to a greater volume of historical and literary material than the regular level V student. Reading materials are

preassigned to a great extent by the program and will vary slightly as this program is revised.

3. Translation, as a literary exercise, may have a small part in this program.

4. Supplied literary vocabulary should be used in writing reports and summaries of the literary qualities of the works read.

5. Paraphrase techniques should show advancement.

6. Area-study notebooks can be included.

7. Skill in writing expository and critical prose should advance.

8. Student's writing will reflect aural comprehension of prose and poetry.

9. Knowledge of authors, literary movements or periods of literature will be reflected in his essay writing.

10. He must write with clear and effective language.

MATERIALS FOR LEVELS IV AND V

Materials should be authentic. Correspondence with natives in the other country would be helpful as are resource people from the community. Foreign exchange student with the advantage of interchange of ideas between similar age groups can be effective in promoting understanding and motivation. Information about travel and study abroad should be made available. The scope of materials should be extended past structural drill and literary material to materials on fine arts, student's other academic subjects, social studies, humaniti and modern technology. The school library or language department should offer tapes, recordings, foreign publications, audiovisual materials, novels, essays, poetry, drama and short stories. The tapes or records should include selections from literature, modern situations, excerpts from history and music. Films should be available on a local or state basis.

In many school systems it is ofter necessary to handle two groups (levels II and Iv or levels IV and V) during the same class period. We do not recommend a rotation of materials on a two year cycle in order to have all the students doing the same work. This may be an easy way out for the teacher, but it is bad psychologically for the students. A more positive approach might be to select individual materials for the upper level students commensurate with the students' abilities.

A break-down of materials could be as follows:

Level IV

1. Level IV book of series if one is being used.
2. Review grammar in the language
3. Cultural materials on the following subjects:
    a. history - specific periods.
    b. geography - by areas
    c. Arts: specific authors, painters, poets and other famous people
    d. Survey of literature to stimulate interest for further reading.
    e. Current songs.
4. Materials for outside reading:
    a. Library books in the language (fiction and non-fiction).
    b. Encyclopedias and other reference books in the language.
    c. Contemporary periodicals.
5. Tapes for listening comprehension including poetry, plays, etc., (some with teen-age voices).
6. Films

Level V

Materials can be basically the same for levels IV and V with the scope and depth being extended:

1. Books for independent reading and study in area of pupil interest, science math, etc.
2. Selected classics with limited abridgement.
3. Text on advanced conversation and composition.
4. Continuation of current materials such as periodicals, magazines, etc.
5. Library resources in the language.

METHODS FOR LEVELS IV AND V

When a student reaches these levels he continues his study of foreign language because he is motivated to do so and is probably interested in achieving all that he can. Flexible scheduling would now enable him to advance beyond the range of heterogeneous grouping situations. He will be planning, as scheduled college freshman, to enter an intermediate or advanced college class and should be prepared to work as a college sophomore or junior in foreign language. To offset the adjustment ahead, the fourth or fifth level of secondary work can offer more mature study habit development under careful supervision of the teacher.

Long range assignments may be introduced with a progress test on the varied assignments being used to help the student during the adjustment period. He can have some degree of choice as to which type assignment he will do on a given day or even during a certain week. He can experiment to the point of determining what study habits are best suited to him. This presents a new set of problems to the teacher and perhaps a greater work load, but the ultimate results will offset the added time and effort.

Checking of progress in all areas is absolutely necessary so that the student will not initially slip backwards. A day a week for checking each concentration can be planned.

Specialized study may start at this level with an allowance made in proficiency to offset the student satisfaction in doing foreign language exploration in his field of special interest. This may be quite well done in the areas of mathematics, science and modern technology, provided that the necessary materials are at hand.

Informal student-initiated conversations in small groups can make the student more proficient in handling everyday situations and show him the future implications of his present work.

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